



# BIBCO TRAINER'S TRAINING MANUAL

3<sup>rd</sup> edition, revised  
December 1999

## Acknowledgment

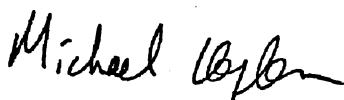
Many librarians and trainers collaborated in the development and refinement of this 3<sup>rd</sup> edition of the BIBCO Training Manual. The Program for Cooperative Cataloging (PCC) would like to thank those who shared their advice and insight into revising the BIBCO training materials and especially acknowledge some of the few individuals whose supreme efforts made this revised edition possible.

Recognition is given to Kate Harcourt (Columbia University) Robert Killheffer (Yale University), and Susan Summer (Columbia University) who graciously agreed to revise the training manual and whose work resulted in the final draft.

For providing examples, advice, creative ideas, and help in reviewing the documentation appreciation goes to Jain Fletcher (UCLA), William Garrison (University of Colorado), and Adam Schiff (University of Washington). As in the 1<sup>st</sup> edition Joan Swanekamp (Yale), former Chair of the PCC's Standing Committee on Training (SCT), must be recognized for providing guidance and direction throughout the revision process. The PCC is deeply indebted to Carol Hixson (UCLA), Chair of the SCT, for her efforts at editing the materials, her energy and leadership, and her ability to keep the publication deadline.

The BIBCO Training manual is designed to support the PCC's goal of producing mutually acceptable bibliographic records that can be shared among libraries with little or no need for local cataloging effort. The original edition of this manual was used to train over thirty BIBCO libraries; moreover, the global library community has truly benefitted from this training material through the additional bibliographic records now available for use. For that 1<sup>st</sup> edition the PCC acknowledges the work of Penny Mattern (OCLC), who provided its foundation. The PCC also appreciates the insights garnered by Summer, Harcourt, Garrison, Fletcher, et al. during training workshops which complemented and improved the original text.

To the above named institutions that supported the expenditure of time by their staff members and especially to the Library of Congress for providing administrative and technical support in this newest effort, the PCC conveys its gratitude.



Michael Kaplan, Ph.D.  
Chair, Program for Cooperative Cataloging  
October, 1999





# PCC Cataloging Program Training Package - for Trainers

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(material contained only in Trainers' manual in **bold**)

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## Assumptions and Prerequisites

### *FOR INSTRUCTORS*

#### **PREREQUISITES:**

- NACO training and experience
- Experience in training cataloging staff
- Familiarity with the Program for Cooperative Cataloging and an institutional commitment to the program
- Personal commitment to participation in the training process
  
- Personal commitment to the core record concept
- Institutional commitment to participation in the training process

#### **PROGRAM FOR COOPERATIVE CATALOGING TRAINING PHILOSOPHY**

- \* Training should be defined in terms of principles; practice should be defined in terms of the intelligent use of nationally accepted standards and tools.
- \* Emphasis must be placed on developing judgment and decision-making skills
- \* Quality cataloging must be redefined in terms of timeliness and usability both to other catalogers and end users
- \* Catalog librarian training, revision and management should foster and encourage the goals of the Program

#### **INSTRUCTOR PREPARATION TASKS:**

Instructors will not only impart the training content, including that of Program 'values' and cataloging judgment, to participants in PCC BIBCO training sessions, but must also learn about and evaluate the cataloging activities and results of the institutions whose staff they will train. This is so they can focus the training on the needs of the institution's staff, rather than simply giving a 'canned' presentation.

Instructors will need to work with staffs of institutions to be trained to complete the survey instruments which will give them information they need in order to focus the session in this way. This must be done far enough ahead of time that the instructor has a chance to absorb the information and plan and, if necessary, modify the training session to suit.

The training is modular, and designed so that sections may be included or excluded as the instructor perceives the needs of the institution(s) to be trained.

## **SYLLABUS:**

### Introduction

- Instructor
- Participants
- Session
- Materials
- Agenda
- Housekeeping

1. PCC history and overview
2. The Standard: concept of 'core record' as a 'dynamic record?' and 'quality record?'
  - A. What elements are expected to be in a record
  - B. Quality record as dependably usable record (flexible and dynamic) as opposed to 'right'
3. Basic cataloging principles
  - A. End user needs
  - B. Cataloger needs
  - C. Values (Competencies)
4. Retrieval issues
  - A. OPAC searching implications
  - B. Cataloging decisions and their implications
    - costs per record
    - cataloger output
    - usability of records by library users and other libraries
5. Description and access
  - Emphasis on principles and effective decision making for PCC work starting from various levels of fullness of cataloging records
6. Series
  - PCC core and full tracing decisions
7. Subject analysis and Classification
  - A. Subject analysis for core records
  - B. SACO procedures for submitting changes/additions to subject headings and classification



## **PCC pre-training survey instrument**

Trainers of the PCC BIBCO program will need to fill out a survey form for each institution's major cataloging units before beginning the training session. In order to fill it out, the trainer will either need to visit the institution or will need to locate the staff member in charge of the cataloging unit(s) at the institution and ask to have the forms filled out in detail.

The purpose of the survey is to be sure the trainer knows enough about the cataloging effort at the institution to be able to tailor the session to the institution's needs. The trainer will need to have the forms returned in time for adequate analysis and adjustment of the workshop to meet institutional needs. If, for instance, the institution is already routinely and correctly following LC practice in a particular area, the trainer may feel able to spend less time reviewing that area than otherwise.

The intent is to have a set of forms filled out for each of the major/different cataloging units in each institution. How many sets is determined by answering the question, can the work of the unit in question be comprehensively represented by a single set of forms? or do separate/multiple practices for different materials as reflected on these sheets require several sets of sheets to represent the work comprehensively?

Note especially the relationship between the level of original cataloging the institution creates vs. the level of cataloging copy that is accepted if found for the same materials.

**PROGRAM FOR COOPERATIVE CATALOGING  
PRELIMINARY BIBCO SURVEY**

INSTITUTION: \_\_\_\_\_

CATALOGING UNIT: \_\_\_\_\_

AUL/HEAD OF TECHNICAL SERVICES: \_\_\_\_\_

HEAD OF CATALOGING: \_\_\_\_\_

NAME OF RESPONDENT: \_\_\_\_\_

PHONE: \_\_\_\_\_

FAX: \_\_\_\_\_

E-MAIL: \_\_\_\_\_

**I. ADMINISTRATION**

1. How many catalogers in the cataloging unit?
2. Will all catalogers participate in PCC cataloging activities?
3. What is the structure/hierarchy/organization of the cataloging unit? Attach additional pages if necessary [use organization chart or other visual representation]
4. Who has overall responsibility for coordinating PCC activities including setting institutional priorities and policies?

**II CATALOGING / CLASSIFICATION / SUBJECT USAGE:**

1. What cataloging manuals are followed by the cataloging unit?  
\_\_\_\_ AACR2R  
\_\_\_\_ AACR2R with LCRI's  
\_\_\_\_ AACR2R-based manuals (040 \$e) (which?) \_\_\_\_\_
2. What classification scheme(s) are assigned by the cataloging unit?  
\_\_\_\_ LCC  
\_\_\_\_ DDC (edition/version?) \_\_\_\_\_  
\_\_\_\_ NLM  
\_\_\_\_ Other (which?) \_\_\_\_\_
3. What subject schemes are assigned by the cataloging unit?  
\_\_\_\_ LCSH  
\_\_\_\_ MeSH  
\_\_\_\_ Other (which?) \_\_\_\_\_

### III. COPY CATALOGING PRACTICES:

1. a. For which materials is full-level cataloging (from copy) required?  
 b. What percent (or volume) of copy cataloging does this represent?
2. a. For which materials is less-than-full but more-than-minimal cataloging used? (which encoding levels or other types of less than full cataloging designation are used for each?)  
 b. What percent (or volume) of copy cataloging does this represent?
3. a. For which materials is minimal level copy cataloging used?  
 b. What percent (or volume) of copy cataloging does this represent?

4. Which sources does the cataloging unit search for cataloging copy?

☐ LC database (loaded tapes or Z39.50) \_\_\_\_\_  
☐ Utility database(s) (which?) \_\_\_\_\_  
☐ Other online sources (which?) \_\_\_\_\_  
☐ Offline automated sources (e.g., CD ROM) (which?) \_\_\_\_\_  
☐ Printed / microfilm/fiche sources (which?) \_\_\_\_\_  
☐ Other (which?) \_\_\_\_\_

5. Which record levels (cataloging fullness) are accepted, and to what extent? In what order?

	Desc.	Names	Subject	Series	Class#	Other
<input type="checkbox"/> LC full (encoding level blank)	_____	_____	_____	_____	_____	_____
<input type="checkbox"/> LC copy input by another library	_____	_____	_____	_____	_____	_____
<input type="checkbox"/> LC CIP / upgraded by others	_____	_____	_____	_____	_____	_____
<input type="checkbox"/> utility / member / full	_____	_____	_____	_____	_____	_____
<input type="checkbox"/> LC less than full	_____	_____	_____	_____	_____	_____
<input type="checkbox"/> LC CIP / not upgraded	_____	_____	_____	_____	_____	_____
<input type="checkbox"/> utility / member / less than full	_____	_____	_____	_____	_____	_____
<input type="checkbox"/> other (which?)	_____	_____	_____	_____	_____	_____

Desc = title transcription through physical description areas

Names = choice and form of main entry, added entries

Subject = choice and form of subject terms

Series = transcription and choice and form of series tracing

#### IV. COPY CATALOGING RECORD MATCH SPECIFICS:

To be considered a match, the following record elements and the work in hand must match:

##### Fixed Field elements:

- \_\_\_ Type:
- \_\_\_ Bibliographic Level
- \_\_\_ Level of Control
- \_\_\_ Encoding Level
- \_\_\_ Form of Reproduction
- \_\_\_ Source
- \_\_\_ Language
- \_\_\_ Country of Publication
- \_\_\_ Descriptive Cataloging Code
- \_\_\_ Date Type / Dates

##### Variable Field elements:

- \_\_\_ Title proper (245 \$a)
- \_\_\_ Edition statement (250 \$a)
- \_\_\_ Publisher (260 \$b)
- \_\_\_ Imprint date (260 \$c)
- \_\_\_ Extent of item (300 \$a)
- \_\_\_ Reproduction note (5xx)

Detail: for each of the above record levels (cataloging fullness) used by the cataloging unit, complete the chart on the next page. Make as many copies as you need.



# V. COPY CATALOGING RECORD LEVEL USE CHART

INSTITUTION: \_\_\_\_\_

Record level and source: \_\_\_\_\_

	Accept	Complete	Verify	Re-establish
fixed field complete	_____	_____	_____	_____
fixed field partial	_____	_____	_____	_____
standard numbers	_____	_____	_____	_____
choice of main entry	_____	_____	_____	_____
form of main entry	_____	_____	_____	_____
choice of uniform title	_____	_____	_____	_____
(if applicable)	_____	_____	_____	_____
form of uniform title	_____	_____	_____	_____
(if applicable)	_____	_____	_____	_____
title/statement of	_____	_____	_____	_____
responsibility	_____	_____	_____	_____
Area 3, if applicable	_____	_____	_____	_____
edition statement	_____	_____	_____	_____
place/publisher/date	_____	_____	_____	_____
physical description	_____	_____	_____	_____
series transcription/tracing	_____	_____	_____	_____
notes	_____	_____	_____	_____
subject terms/classification	_____	_____	_____	_____
choice of added entries	_____	_____	_____	_____
form of added entries	_____	_____	_____	_____

Accept = Normally use what is there, as is, without addition or verification

Complete = Accept what is there as correct but partial and add information so it is complete

Verify = Check to see that what is already in record is correct, and change if necessary

Re-Establish = Do not accept what is in record. Create from scratch without regard to what was in record.

Area 3 = Material or type of publication specific area (serials, scores and computer files)

## VI. CATALOGING ENRICHMENT PROGRAMS:

1. In which national cataloging programs does the cataloging unit participate?

- \_\_\_ CONSER
- \_\_\_ NCCP (which materials?) \_\_\_\_\_
- \_\_\_ NACO
- \_\_\_ OCLC Enhance (which types of materials?) \_\_\_\_\_
- \_\_\_ other (which?) \_\_\_\_\_

2. Which additional upgrade/enrichment cataloging activities are routinely performed whenever applicable?

- \_\_\_ CIP upgrade
- \_\_\_ Add NLM, DDC, etc. class numbers to records (which?) \_\_\_\_\_
- \_\_\_ Add MeSH, etc. subject terms to records (which?) \_\_\_\_\_
- \_\_\_ Add form/genre terms
- \_\_\_ Add fiction subject terms
- \_\_\_ Subject area record enrichment (which subject areas?) \_\_\_\_\_
- \_\_\_ other (which?) \_\_\_\_\_

## VII. ORIGINAL CATALOGING:

1. a. For which (subject, type of material, physical form, etc.) materials does the cataloging unit provide full original cataloging when cataloging copy is not available?

b. What percentage (or volume) of total original cataloging does this represent?

2. a. For which materials does the cataloging unit provide less-than-full but greater than minimal cataloging? Does this cataloging meet any external standard (e.g., utility membership cataloging levels)?

b. What percentage (or volume) of total original cataloging does each represent?

3. a. For which areas does the cataloging unit provide only minimal-level cataloging? Does the minimal-level cataloging conform to an external standard (e.g., utility membership minimal cataloging)?

b. What percentage (or volume) of total original cataloging does each represent?

4. What criteria is used for original and minimal level cataloging?

5. Is original cataloging performed at time of receipt or after a specified re-search interval?

6. Number of titles receiving original cataloging annually?

## VIII. WORKFLOW

1. What is the typical cataloging workflow for items cataloged in this unit?

[use flow chart, diagram, boxes and arrows, etc. to indicate visually as you follow an item from receipt in unit to final stage of cataloging the unit does]

## IX. UNIT COORDINATION ACTIVITIES

How does the cataloging unit define, maintain, and adhere to its internal standards? How do staff identify and present cataloging problems/decisions for discussion and adoption?

- \_\_\_ 1. Regular meetings (frequency:) \_\_\_\_\_
- \_\_\_ 2. Internal documentation / updates \_\_\_\_\_
- \_\_\_ 3. Other (specify): \_\_\_\_\_

What is the institutional policy on the creation and use of PCC core records?

- 1) Will library accept core records for all classes of materials?
- 2) Will all new original cataloging be done to the core standard?
- 3) Will the Library contribute some Program records at a standard for 'full'?
- 4. If so, who will make the decision on core vs. full?
- 5. What will the criteria be for the decision on fullness?
- 6. What percentage of the Library's original cataloging will be PCC 'program records'?

<INSERT BIBLIOGRAPHIC UTILITY PROFILE HERE>

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Please return to: **PCC Secretariat**  
**BIBCO Trainer**

**PROGRAM FOR COOPERATIVE CATALOGING  
PRE-TRAINING CATALOGER SURVEY**

INSTITUTION: \_\_\_\_\_

CATALOGING UNIT: \_\_\_\_\_

NAME: \_\_\_\_\_

RESPONSIBILITY/ASSIGNMENT: \_\_\_\_\_

DESCRIBE YOUR CATALOGING BACKGROUND:

DESCRIBE OTHER RELEVANT BACKGROUND:

SUMMARIZE YOUR FAMILIARITY WITH THE PROGRAM FOR COOPERATIVE CATALOGING:

SUMMARIZE YOUR FAMILIARITY WITH THE PCC BIBCO PROGRAM:

WHAT ARE YOUR EXPECTATIONS OF THE BIBCO PROGRAM TRAINING?

**Return directly to BIBCO trainer either by fax or email**

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## Preparing for BIBCO Training

This document is designed to assist BIBCO trainers with the organization and preparation for a BIBCO training session. It offers some background information as well as a checklist of things to do before and after training. It reflects the experience of some recent BIBCO trainers.

Key roles:

Trainer – The person who delivers BIBCO training to the library and who usually reviews the library's records during the review period.

Liaison – The person at the library who serves as the contact person for the training preparation and the follow-up review. Often the liaison is a department head or leader in the cataloging unit and someone who plays a key role in preparing for the BIBCO training session and implementing BIBCO at the library.

LC Liaison – The member of the Library of Congress Cooperative Cataloging staff who assigns the trainer to the library, assists with supplying training documentation to the library, and serves as the contact person for some administrative aspects of the training.

### Background Information

Unlike many other types of training, BIBCO training consists of a number of “soft issues” (such as discussions of today's cataloging culture) as well as more concrete topics, such as reviewing the core standard. The training should be tailored to the specific institution being trained and should attempt to bridge the gap between technical and public services issues. The format of the training usually consists of a mix of whole group discussions, small group or paired discussions, exercises and review of documentation.

BIBCO training is usually a 2 or 3-day program covering the following areas:

1. Discussions of today's cataloging culture and the changing roles of catalog librarians and cataloging departments.
2. Overview of the Program for Cooperative Cataloging (including its history) and the development of the core standard.
3. Review of the core standard for books (and possibly other formats)
4. Review of sample core records
5. Review of the SACO program

In managing group discussions, remember that you need to cover your agenda and keep within the timeframe. In managing group exercises, remember that you should elicit responses from a variety of trainees and be aware of various points of views or local pressures that the staff might feel. You need to bring together and harmonize the points raised by the trainees. And although you are introducing a new standard, you also need to appreciate and value what people have been doing in the past. And you need to encourage people to accept the new standard and the new context in which we are operating. You want to help them with the period of change.

There is a lot of good information about running training sessions in this notebook. See Penny Mattern's document "Take it from me..." for example.

It is a very different experience to do training at your own library versus at an outside library. At your own library you are a known quantity and have your "role". At an outside library you will know less about the trainees and cataloging culture, but you will have the extra credibility of being an outside trainer.

LC's role in BIBCO training includes assigning the trainer to the library, helping the trainer with some administrative aspects of the training session, sending the surveys and BIBCO notebooks to the library, and granting the library's official "independence" after the trainer deems the library ready to be released from review.

#### **Working with the liaison at the library**

- Set dates and timing of training
  - This will depend on the length of workshop and how you will structure the various training modules
- Organize details of where you'll stay, finances, transportation
  - Your institution gives you the time off
  - Trainee institution pays your expenses including transportation, lodging and meals
- Ask for background material so you can tailor the training program to the specific institution. This might include: annual reports, statements of departmental goals, information on current projects, information on the library's NACO and SACO programs, etc. If you live near the library, you might want to visit the site to talk to the liaison and view the training room.
- Arrange for surveys (institutional and individual) and notebooks to be sent to the library. Individual surveys will let you know about background of people in your training session as well as their expectations of the workshop. These surveys give you an initial contact with the trainees.
- Find out details about training room and equipment. Ask for a conference room, not a computer lab.
- Verify the library has the necessary prerequisites (e.g., NACO training, OCLC enhance status, necessary accounts, etc.)
- Find out how many catalogers, supervisors, etc. will be at the training.



- See if you can arrange for an administrator to give an introduction at the beginning of your workshop. The liaison will need to select the person and provide him/her with some background information.
- See if the liaison can arrange for some public services representatives to attend the group discussion sections of your workshop. The liaison will need to select these people and provide them with some background information.
- Start discussions about implementation plans at the library. You want to encourage the library to implement BIBCO as soon as possible after your training.
- See if the liaison might be able to arrange for a brief coffee break during your training. This will let you interact with the trainees in a less formal situation. You might also request a tour of the library which would give you more information about the institution.

### **Preparing and practicing script, slides, handouts**

- Make plans for how you will structure your workshop in terms of the material you will cover and the format of different sections.
- Write your script or “talking notes”. There are some sample scripts on the web (via the PCC homepage). Consider putting your own script on the web for possible use by other trainers.
- Prepare materials such as PowerPoint slides (plus backup copies)
- Work on customizing the material for the particular library. This might include selecting sample materials in subjects or formats handled by the library.
- Rehearse and practice your script several times. This should include a “dry run” in front of some colleagues at your own institution. It is usually through reading the materials aloud that you get a sense of the timing and rhythm of the material.

### **Training on your own vs. with a co-trainer**

These are two very different experiences and there are pros and cons to both.

With co trainer you:

- Need to work together for preparation
- Need to rehearse together
- Should be able to do both parts
- Need to create a good balance between trainers
- Should not disagree with each other in front of trainees (if one person misspeaks, correct it gently a little later)

On your own you:

- Can handle things your own way
- Have more responsibility on you
- Don't need to coordinate with anyone as you do your preparation

### **Issues concerning equipment and training room**

If possible, ask to see the training room in advance. It can be very helpful to imagine in advance how you will interact with your audience. You may also want to consider rearranging the room if it is set up as a classroom. A conference table or a circle seems to work better than rows. Strive for intimacy rather than formality. Ask for a lectern, if you like to use them. Remember that you will need space for your manual, handouts and talking points.

- If possible, try to load your PowerPoint slides ahead of time to be sure that they load correctly and get some practice on the library's equipment.
- Back up transparencies can be a very good idea, just in case.
- Make sure that flip charts and markers are available. If you decide to tape flip chart pages to the walls, be sure that this is allowed and that you have tape.
- Arrange handouts, etc. in the order you will need them.

### **Things to remember before the training session**

- Bring a water bottle.
- Wear very comfortable shoes. Think about dress issues. Do you want to present yourself as a fellow cataloger or as an outside trainer? What part of the country will you be going to? The South, for example, tends to be heavily air-conditioned. Is the "corporate culture" formal or informal? Being comfortable really does matter.
- Bring business cards for each trainee so they can easily contact you later by phone or e-mail for questions.

### **Handling problem situations**

- If you're sick, you are sick. If you have the flu or a family crisis you may need to cancel or ask LC to call upon another trainer.
- Try to find out about hot buttons and problem people in advance from the liaison. Usually problems occur when administrators have not prepared their staff for BIBCO training. Fortunately this is rare.
- If there are hot buttons, e.g., extreme resistance to core, you or library administration may want to address the problem head on in the introductory remarks.
- If possible make personal contact with a problem trainee beforehand (at coffee?) so you are seen as a person not an abstract threat.
- There are great articles on dealing with disruptive individuals in meetings. You will not need to use them, but you will feel more confident if you are armed with some proven techniques for dealing with problem situations.
- A tip for dealing with core resentment is to stress that core is one of many cataloging tools available and that all libraries need to make responsible policy decisions about core in their workflow.
- Ask in advance about language difficulties. It can be very embarrassing if you just can not understand a question. One tip is to ask the liaison in advance to come to your rescue.
- Ask in advance about individuals with physical disabilities and if necessary be sensitive to them when planning group activities.
- If you want time to yourself (rather than lunch with people) that is fine but it might be better to discuss a need for "down time" in advance with the liaison.

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- If you get questions you can't answer—make a note and get back to the person later. It is also fine to call LC or another trainer for help or advice while you are there.

#### **After the training**

- Most libraries seem not to plan their BIBCO implementation in advance. You may want to share Columbia's plan as a handout to start discussions on implementation issues.

<http://www.columbia.edu/cu/libraries/inside/units/bibcontrol/osmc/plan.html>

- You will need to review 20 records per cataloger.
- If you see cataloging errors, discuss them with the liaison.
- If records are not forthcoming, discuss the problem first with the liaison and then, if necessary, with LC.
- Tell LC when the library has completed the review process.

#### **Miscellaneous tips and suggestions**

It is not possible to emphasize enough that advance preparation is crucial. In particular:

- Be organized, set 'timelines', and double-check everything.
- Realize how much time/energy training takes.
- Realize how much time record review takes.
- Be aware of your own institution's commitment.
- Connect with other trainers—trainers' listserv, etc. All BIBCO trainers are committed to helping you. A contact list may be found on the BIBCO homepage.

<http://lcweb.loc.gov/catdir/pcc/bibco/trainers.html>



# Take it from me: trainer's notes

by Penny G. Mattern

## ***Introduction***

The ideas in this document come from my own experience, professional reading, sharing experiences with other trainers, and many other sources. Where a specific reference is known, I have given it, but most of the information is so well-embedded in unconscious mastery that I can no longer tell you how I came to know it, but the knowledge is no less valuable for that circumstance. Since this same unconscious mastery is the goal of all good training, and can come about only after years of practice and experience, I make no apology for it.

## ***I. An Instructional Primer***

Imparting information is necessary but not sufficient, as the logicians put it. After you've familiarized yourself with all the documents and examples and feel you know them inside out, backwards, upside down, in the dark and under water, that's when you *begin* your instructional preparation (as opposed to the content preparation you've just completed).

### ***Adult Learning***

Adults learn in order to solve a problem, or for personal growth or gain. They also learn to satisfy their curiosity, and to put practical information to use.

Adults do not wish to be put at risk in any way -- for ridicule, exposure to others, for making visible mistakes, etc. So emphasize small groups, self-monitoring of written exercises, a practice round without pressure, the class doing it together first, etc.

It is important to understand the absolute underlying principle of all human learning: **nothing is obvious; everything is learned.** A corollary of this is that **things are obvious only after we have learned them** -- that is, in hindsight. If you really accept this, then you will avoid the greatest pitfall of all teaching: assuming that some things or ways of doing things are natural, right, and just. Actually, there's only what we have learned so far, and what we have not. And the latter is always a larger body of knowledge than the former. And that which are the important things among these is strictly in the eye of the beholder.

### ***Reluctance/participation barrier***

Start each day with an icebreaker or warmup. It should not be trivial or silly. Having each participant state name and expectations for workshop, or how participant plans to use what is learned, is a good way to start. It is important to have each participant speak up in class at the beginning. This breaks the silence barrier: until people in a workshop have spoken up for the first time in a given day, they are reluctant to speak. Also, you should demonstrate what you're asking them to do by doing it yourself first as your own introduction to the class. If you haven't given them your relevant background (i.e., answered the unspoken question, why should we listen to you?) at the beginning, give it after all the class participants have spoken.

### ***Expectations***

Adults learn better if you explore their expectations up front, both positive and negative. This input will help you. You may wish to note expectations as the class states them on the flip chart or white board (or whatever; see equipment and facilities section below) as they come up. It will be helpful when you compare them to your statement of workshop goals later on.

Once you have the participants' list of expectations, go over your list of workshop goals. Otherwise, people will tend to discount what you actually say while waiting for you to get to what they think you are

going to say (which may not be what you planned to say at all).

If anyone has expressed expectations you know the workshop will not meet, state that up front, rather than allowing such an expectation to stand. (By the time all expectations have been stated, they will be shared by everyone unless you let participants know otherwise). If applicable, tell participants what will be done instead. If only part of an expectation will be realized, let them know that, too.

### *Agenda/schedule*

Supply an agenda with approximate times. Let participants know how long each segment is at the beginning of that segment. When you start, either in the morning or after a break, lunch, etc., be sure to establish when the next cutoff point (break, lunch, etc.) will be and what you plan to accomplish before then. People often find it easy to focus their attention for 30-45 min at a time, where several hours might be viewed as simply interminable.

### *Attention span*

Lindstrom (1) points out that while it is an educational commonplace to state that a child's attention span is only 6 seconds, it's not nearly as widely known that an adult's attention span is only 8 seconds. The level of content and detail of workshops and the methods of keeping attention for the two audiences differ, but the challenge for both kinds of audience is the same: to keep it interesting and varied in order to hold their attention so you can get your meaning across, have it processed, practiced, elaborated, clarified, and retained.

### *Isn't paying attention the attendees' job?*

Getting and keeping their attention is **your** job. You are the one with information to impart.

From their perspective: They may or may not feel strongly a vested interest in paying attention. Individuals vary, and so do their personalities, motivations, and reasons for showing up for class. Reference (4) deal with different types of difficult students you may meet and suggests ways to deal with them. In addition, start the workshop and the session on time, and do not recap for latecomers while those who came on time wait for them to catch up.

From your perspective: you will not only be their instructor, you will be their reviser and checker on the program. As experienced trainers will tell you, you can invest now, in training up front as well as you can, or you can invest a lot more after the fact, in support, catchup and revision. As one trainer I know puts it, you can pay now or you can pay later -- and you will pay a lot more later.

### *How do you keep participants' attention?*

Keep it moving. Don't let things drag between events (such as the end of your mini-lecture and the start of their exercise). You move, yourself, once in a while (but not to imitate the ball in a tennis match). You have things to say that are interesting and put in interesting ways (see below). You do not simply stand up there and read text the participants can read for themselves. Keep the participants active: questioning, talking, discussing, arguing (within limits), doing exercises, defending their answers, etc. The sound of a successful classroom is neither deadly silent nor riotous, but somewhere between.

Keep it brief. You keep the times when you're just expounding short and sweet. You learn to make your point in 30 seconds. (2) You vary your presentations with discussions and exercises that keep the class involved and interested. To help you do this, the workshop materials are planned so that there is a presentation, discussion, and exercise portion for each section of the workshop.

Keep questions coming to the floor or questions going to the floor, whenever appropriate. If people don't

volunteer to answer, call on individuals. This serves two purposes: it gets discussion moving and keeps it moving, and it lets people understand that they are not going to get away with just sitting there and not volunteering. If the same person or people volunteer all the time, call on other people.

Give the class barely enough time to do the exercises, once you get to the exercises. Don't wait till absolutely everyone in the class is done with the exercise to start discussion; everyone will have a chance to try another in a moment. Let the stragglers know by implication they'll have to work a little faster next time.

For practical details on planning and presenting workshops, and information on adult learning psychology, check Clark's *Developing Technical Training* (5), an excellent work.

### *Communication and comprehension*

Participants need to comprehend what you are saying. Not only do you have to keep their attention, you have to give them something meaningful to fill it. Because of the many issues around cataloging to the Core Standard, often caused by incorrect assumptions, this may not be as much of a problem in these workshops as elsewhere.

A mechanical model of communication: You are a sender; the participants each act as a receiver. You encode your information or ideas in words, and send them through a channel -- the airwaves in the classroom, on paper in written form, etc. -- to the receiver, who in turn decodes them.

Achieving comprehension is tricky. That means there are three basic areas where noise or static can overtake and scramble meaning: as you encode, or put ideas into words; in the channel (as when someone starts mowing the lawn with an electric mower right outside the classroom as you're trying to talk); and as the receiver decodes, or as participants interpret what you say. This is another reason discussion and exercises are vital. If people have been asking good questions, it is not a criticism of your teaching style, it is an endorsement of it (unless participants are simply not understanding anything you say, in which case you need to drop back and figure out what is wrong).

How do you evaluate the class's comprehension of the material? If you have to ask (or feel impelled to ask), "Do you understand what I'm saying?" then you can take the answer to be "No." "Any questions?" is good if there are questions; if there aren't, it's hard to be sure that's because the class has perfect comprehension or doesn't understand and is reluctant to ask (or can't formulate a coherent question because of confusion). Judge comprehension by reactions to statements (a reaction, positive or negative, indicates something was heard), by questions asked, and by answers given to your questions, as well as by the outcome of class exercises.

### *Retention*

Adults can keep on  $7 \pm 2$  facts in mind in short term memory (5). Then you have to give the adult a chance to place those facts in context, understand them, use them, and file them in long term memory, or they will be wiped out. If facts are down on paper (as on transparency copies or notes, charts, tables, etc.) can be retrieved in that way and don't have to be retained in long term memory -- only their location does. In practical terms, that means, talk about an issue briefly to introduce it, look at an example with the class if necessary, then have the class do an example or two and discuss it until all key points are covered, then move on.

## *Persuasion*

While the intellect is involved in comprehension, the emotions are involved in persuasion. Both are necessary for people to take the action you want them to take (in this case, implement the program). Lindstrom quotes Robert Decker's book, *You Have to be Believed to be Heard*, as saying "People buy on emotion and justify on fact." Lindstrom points out that if you reach the intellect, you may be heard; if you reach the emotions, you likely will persuade.

## *Stories, anecdotes, and analogies*

One way to get into conceptual understanding, emotional acceptance, and intellectual context-making is by telling relevant stories or making relevant analogies. Analogies are by definition imperfect parallels, but a well-chosen analogy, like a well-chosen illustration, can cause instant understanding. You may have to point out one or two differences or exceptions, but the thrust of the matter will be clear. This is very important not only where time is of the essence (as in standup workshops and classes -- each minute costs the total of everyone's salaries and benefits, so it had better be worth it) but where clarity is necessary.

Examples:

Minimalist training: exemplified by sticker on Kiwi fruit that says, "Cut in half; eat with spoon."

Acculturation and reaccluturation/culture shock: When you first go overseas and taste a papaya (paw paw) and you're used to cantaloupes, the papaya tastes like an overripe canteloupe. You know you're acculturated when, coming back, a canteloupe tastes like an underripe papaya.

Simplifying complex tasks by cutting them up into smaller parts/pieces/sections/actions: Learning to drive, I was overwhelmed by the complexities of actions and number of traffic situations that I felt would be facing me. Parallel parking, merging onto a freeway, changing lanes and passing, four-way stop signs, etc. etc. Anytime anyone tried to reassure me about one of these, I could think of 6 more, and my anxiety would grow. Finally my driving teacher informed me that my own worrying and obsessing about what tricky situations I might meet was my own biggest obstacle to becoming a good driver -- because my anxiety got in the way of my judgment. "There are only 6 things," she said, giving me a life-long pedagogical model, although neither of us knew it at the time, "that you can do with a car: start, stop, turn left, turn right, go forward, go back. That's all you have to know."

Making a definition plain by relating it to everyday experience: **Minimum standard**: (not to be confused with minimal-record standard): A standard in which the least that can be done and still be acceptable is outlined. More may be done, and the record is still considered to fall within the standard. Many things in life perform as having minimum standards. I have a friend who will drive anything that has an engine, a gearshift, a clutch, a brake, a throttle and a steering mechanism. She doesn't care whether it's a VW bug, a 10-wheeler, a motorcycle or an airplane. An interesting class exercise would be to get the class to come up with other examples of everyday situations which act the same way as minimum standards. Take note of these. Use them in other workshops.

## *Presenting exercises*

You don't have to present all the different types of exercises in the package, and you don't have to use all the examples in a given exercise. That is up to your judgment as an instructor. But before you decide to use or not use a certain exercise or example, be sure you understand the purpose of the exercise as an instructor, rather than as a student.

The exercises are given to you as -- to make one kind of analogy -- a quiver of instructional arrows. You may not have to shoot all of them to bring down your quarry.



Also, the form of the exercise is not the same as the lesson of the exercise. As an example, the workshop calls on the class to look at subject headings in LC records, then discuss how you would apply LCSH if you were cataloging the item according to the core standard. Some people have felt that this teaches editing skills rather than original cataloging skills.

To clarify the instructional use of this exercise, consider this analogy:

You are a medical student. As part of your training you are required to do dissections. The pedagogical point of the dissection is not to practice surgical skills or the skills of examining cadavers (even though that is what you are doing). It is to make you familiar with the human body and its manifestations of diseases so that you are ultimately better equipped to treat live patients. Few people today -- and almost no doctors -- would argue that dissection is a waste of time and that doctors should confine themselves to examining live patients without having done any dissections. Dissections are a part of preparation which allows a certain kind of understanding to take place without which the skills of diagnosis and treatment would be weaker.

Or: Few people would argue that a person learning to fly a plane should not spend time in a flight simulator before actually taking up a plane, on the grounds that the person really knows he is on the ground and not in a plane that can actually crash.

Or: Few people would argue that it is not necessary for someone learning to play a musical instrument to practice musical scales, especially in the early, learning stages of learning to play a musical instrument, on the grounds that concert music presents relatively few purely scalar passages of any extent. While the audience does not go to the concert hall to listen to the maestro play scales, practicing scales is a tool that is used by musicians to lay the groundwork for gaining the ability to play well enough to give concerts people will want to attend.

The examination of record examples gives you a chance to point out in class and discuss some of the tricky points of the Core Standard. THEN you get out the surrogates and other tools and let the class have at it, so as to practice in an original cataloging context.

#### *Administering class exercises*

As you are planning the best way to have the class practice their original cataloging, you may wish to consider some of these instructional alternatives. In each case, students are using provided tools and their own cataloging skills and judgment.

*Have everyone in class work individually on the same example.* At the end of a stated time (10 min.? 5 min.?) you ask for a volunteer to tell what he/she has done. The class discusses. Anyone get something different? (Sometimes, different is OK). If someone has something you think is really NOT the thing, ask if someone else has a different answer without commenting on the first answer. If no one volunteers anything, then you can ask, this is exactly the same answer you all had? If the answer is Yes (call on someone if that becomes necessary to get an answer), then you can discuss the issue knowing everyone (or nearly) thought something you disagree with, and you can try to figure out what the problem is (maybe one in communication). If others in the class did have different answers, find out what they are by directly questioning various participants, and pursue with class discussion where needed.

*Have class work the examples in pairs.* This is an alternative, and sometimes best used in the beginning of a series of exercises, to get people started. Many people find it easier to get started on something they've never done before if they get to work with someone else. Have both people work on or discuss the exercise with each other. When you call on the class for an answer, have one person be the spokesperson for the pair. If you repeat this formation, have the other person answer the next time. This helps insure participation by all.

*Have the class work two or three examples in small groups (three or four participants). In this case, discuss each example separately. Have one person in the group act as spokesperson and go around the groups polling spokespersons for the answer from that group. For the next example, ask someone else from each group to be the spokesperson.*

## **II. Organizational / liaison notes**

One of the most important things leading to the successful outcome of the workshop is a careful delineation of areas where catalogers actually may exercise judgment under the Core Standard. In addition to the issue of whether catalogers (and their revisers) want to make judgments, and in addition to identifying the areas of the Core Standard in which judgment is called for, there is also the area, potentially somewhat different for each institution but still working within the Core Standard, of institutional cataloging policies and practices. (e.g., we will always do this, never do that, and do the other only on rainy Tuesdays; or, we will treat these materials under the Core Standard and these not; or, we will leave best treatment level to the judgement of the cataloger).

That is what makes your role as a liaison and facilitator between the institution and the program such an interesting and difficult one. While you do not set institutional cataloging policy, you are responsible for finding out what it is in terms of the core record (i.e., how will the implementation of the core record standard in cataloging be handled at the institution, cataloging unit by cataloging unit). It is not a good idea, if there is any way you can persuade the institution otherwise, for the institution to wait till after the training to decide on these things. (They may decide to make no institutional strictures; but they shouldn't wait till after the workshop to decide that). The reason: you will need to know what to teach the participants in terms of where they have freedom of judgment -- and how far that judgment can go -- and when their institution has pre-empted that judgment (e.g., We will not make any notes other than those called for in the core record standard -- or at least not in such and such materials).

Examples from the field: many institutions find subject headings in science materials to be mostly unused, but contents notes to be heavily used for retrieval via keyword searching techniques. Therefore, the institution might wish to make a policy that for the science cataloging unit there will be only one or the least possible number of subject headings assigned, while contents notes (where called for) will be added in full. In the same institution, however, in Area Studies materials, notes of various kinds are largely unused and inapplicable under the core standard, but subject headings are vital for retrieval. Therefore, only notes absolutely required by the core standard will be added for these materials, and subject headings will be assigned as called for by the material (and new subject headings actively proposed in the proper form to the Library of Congress, where that is appropriate).

It may not be possible for you to know ahead of time what all the institution's practices will be. However, to cover this information in the workshop, you are urged to invite the relevant person from the library (your institutional liaison or a delegate) to give a summary of or present the printed form of such policies and decisions. Or at least to let the people know when and how it will be decided.

Part of the training should be conducted by people from the institution (not necessarily as part of your workshops) on how to use and log in on any new equipment or new wrinkles in using familiar equipment, with each person allowed to try it 'hands on.' This is important. You should find out when this training will take place (or did take place) and become familiar yourself with the new workflow, even if you don't actually handle the equipment yourself.

### **III. Physical setup notes**

#### *Timing of the workshop:*

Timing of the workshop: If the institution is not ready, don't give the workshop. From a purely instructional standpoint, the best time to train is when the participants can go right back to their desks and catalog using the core standard. Too far ahead and people forget what they've learned.

Training should take place as near to the actual start of the project as possible -- not sooner, and not later. Too soon (too long before the start of actual work by trainees) means no chance to practice what has been learned until much of it is forgotten; too late means wrong understanding, confusion, frustration, and/or resistance may have set in. You may need to unteach what has been wrongly learned before you can teach what needs to be learned.

Similarly, all workplace equipment, connections, wiring, logins, software, etc. should be in place and ready to go as soon as training is completed. Or rather, training should take place only when the workplace is ready to roll.

#### *Furniture / seating arrangements*

Furniture arrangement and other physical aspects of the classroom are important. To a large extent, **the behavior of the participants and their attitude is determined by the room they enter and stay in for the duration of the workshop.** Avoid classroom-like rows of student chairs, which only signal that this is a place in which 'schoolroom' behavior is OK.

Try to keep the training out of the place where the participants will later be doing work, unless that is the only physically appropriate space. The workspace is too familiar to workers there and inevitably has strong associations that can distract attention and focus away from the workshop. Any negative feelings will likely be transferred to the workshop and will increase any resistance or hostility. Also, people tend to like a change of scene and a chance to be away from the place they spend so much of their time.

If possible, have people sitting around relatively small tables, arranged in chevron formation or dotted around the room rather than in long straight rows. Research shows that talking and conversational exchange is easiest when you are at the corner of a table and talk with the person just around that corner. Carrying on conversations is hardest with people next to you who are facing the same way you are. Talking with people across a table from you is somewhere in between. Thus small tables with chairs around them, at which everyone is at a corner, are the best bet. If tables are not available, at least arrange chairs into little groups or in short chevron rows.

If necessary, consider possible alternatives to inflexible classrooms: seminar rooms, conference rooms, the board room, cafeteria space off hours, special dining rooms, library study rooms, etc. You will have to evaluate this on a case by case basis. If there's a choice and it's not clear which location to pick, ask people in the institution which site they prefer. They've lived with their facilities a long time and will have good ideas, or know of hidden pitfalls and advantages.

If furniture cannot be moved, as in an auditorium-type situation, at least have participants all gather way up in the center front (more like a cast getting ready to read through a play in an empty theater than Freshman English) and you yourself stand down in the front, near them, if that is possible, rather than way up on the stage at a podium, so that you are all able to discuss things together. The workshop is not a lecture situation, it is a collegial learning situation.

#### *Other physical considerations*

Other physical considerations, such as adequate, flexible lighting, heat, cold, ventilation, availability of rest rooms, ambient noise (rackety fans, banging pipes, thunder-imitating ductwork, noise from neighboring rooms or hallways, etc.), the room's own acoustics, space for personal possessions, reasonable security and personal safety, and the like, will bear on the comfort, and therefore the attention, of the participants. Maslow's ideas apply here too: attend to physical comforts and security needs, and people will feel able to concentrate on other things, in this case, the workshop.

### *Number of participants*

Be careful to limit the number of participants at any given session. Somewhere between 8-12 is ideal; 15 is about the maximum; 20 is too many. It is better to give two sessions than to overcrowd one session.

Dividing 20 people up into, say, 10 'morning session' people and 10 'afternoon session' people is much better than struggling with the 20 for half the duration, when the 20 won't really learn very well despite your best efforts. Small numbers of people can discuss issues and examples in collegial seminar fashion. Larger numbers of people simply cannot, do not, and will not.

### *Instructional facilities and equipment*

You will need to find out early in the planning exactly what physical facilities are available. Not only in terms of the classroom itself, overhead transparency projection, tables or desks and chairs, etc., but also in terms of tool availability for cataloging exercises.

You will need a flip chart, or blackboard, or whiteboard, or blank transparencies -- something for you to write on that the whole class can see at the same time, and big enough to list several things. Also, it will need to be something that can be cleaned off or changed (erase board, flip page, change transparency) so you can write something else. This is vital to an ongoing class. Better to have it and not need it than to need it and not have it.

In addition you will need an overhead transparency projector. And you will need some way to modulate the lights. Your projection needs to be seen, but the participants shouldn't be in inky blackness while they are trying to take notes or do exercises or look at their own handouts.

## ***IV. Trainer survival***

Develop or become part of a trainer support group. Meet with other PCC trainers, at ALA or other appropriate venues. Keep in contact between meetings via email, listserves, or in other ways. Do not break confidences, but share experiences with others and talk about training difficulties. Others will probably have met the same challenges you have. Share solutions; give comfort.

In particular, get record examples and surrogates ahead of time from institutions you will train which exemplify their concerns and difficulties they see themselves facing. The more such examples you can discuss in class or have the class try to work through, the better and easier the PCC/BIBCO/Core Standard implementation will be, for you and for them. Make these examples available to other trainers, to the Library of Congress Regional and Cooperative Cataloging office, etc.

### List of references:

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2. Frank, M. O. (1986). *How to get your point across in 30 seconds--or less*. New York : Simon and Schuster.
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5. Clark, R. (1994). *Developing Technical Training*. Phoenix, Az: Buzzard's Bay Press.
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### Periodical titles of interest:

*Training*  
*Training and Development*  
*Data Training*

### Additional citations of interest:

- Carroll, J. M. (1990). *The Nurnberg Funnel: Designing Minimalist Instruction for Practical Computer Skill*. Cambridge, MA, London, England: MIT Press.
- Pickren, B., and R. J. Blitzer (1992). How to Escape your Training Horrors. *Training*, 27(3), pp. 32-35.
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## **Program for Cooperative Cataloging BIBCO Evaluation Procedures**

**Background:** The following procedures represent the review mechanism for newly trained BIBCO Libraries. One of the criticisms of past cooperative programs was the fact that they involved lengthy and cumbersome review processes that placed little emphasis on cataloger judgment. It is also recognized that for the success of PCC Programs, there must be a review process that gives credibility to Program records. The review mechanism is a set of Guidelines that should assist trainers and reinforce the goals of the Program for Cooperative Cataloging.

### **Assumptions:**

- 1) The library being trained will designate a contact person who will serve as the last line of review before forwarding records to the BIBCO trainer/reviewer. This person should be in a position to articulate and comment on institutional policy;
- 2) Generally, the trainer will review the work of the library he/she trains;
- 3) The trainer/reviewer will take into consideration the institution's local policies:
  - what are the policies for series, i.e. has the library been trained to contribute SARs via NACO? What are the local treatment decisions and how will they impact PCC contribution?
  - what are the policies for Program records? Core level? Full level? If they create both, what are the criteria for applying the different standards? And who makes the decision (the institution? the various units within the institution? the individual cataloger?)
  - what are the policies for the use of notes, subject headings and added entries?
  - what classification system is being used?
  - what other local practices will influence decisions made in creating Program records?
- 4) A Library will be considered a BIBCO Library with the successful completion of the Review.

### **Review period:**

Generally, a library will submit approximately 20 records per cataloger for review. Therefore a library with 6 catalogers would expect to submit approximately 120 records for review. After the review period it is the institution's responsibility to maintain the quality of its records. It is expected that the review period will follow immediately after the training, and be completed in a timely fashion.

Method for review will be dependent the library's method of contribution. Generally, libraries will: 1) provide trainer/reviewer with faxed copies of records before they are output, or 2) may provide reviewer with local access to their local system. Arrangements for review will be made on a case-by-case basis in consultation with the library, the PCC secretariat and utility.



Criteria for evaluation:

1. Is the core standard being applied correctly?
  - appropriate encoding level
  - 042 present
  - all access points represented in the national authority file (NAF and SAF)
  - a standard classification number present in bibliographic record for formats which require one
  - all mandatory fixed and variable fields present
  - justification for local enhancements to the core record
2. If serious cataloging errors are present refer the record back to the institutional contact
3. Is the library is contributing 'FULL' Program records?
  - appropriate encoding level
  - 042 present
  - all access points represented in the national authority file (NAF and SAF)
  - a standard classification number present in bibliographic record for formats that require one
  - all mandatory fixed and variable fields present

Reinforcement of PCC goals:

1. Keep in mind/reinforce the PCC goals of timely access and cost effectiveness
2. Keep in mind/reinforce PCC values and reliance on cataloger judgment. The answers to catalogers' questions should be framed in terms of the individual institution's policies and priorities.

Independence:

The Secretariat will notify libraries that they have successfully completed the review process and are independent.



## **Program for Cooperative Cataloging Cataloging Competencies Related to Performance**

**Analytical thinking:** associated with the creation of new understandings or methods through the synthesis of multiple ideas, processes, and data.

- Assesses cataloging information needs and performs value-added tasks to meet those needs.
- Evaluates the outcomes of work tasks according to the strategic directions of the institution.
- Determines which information is essential and which information is supplemental in creating accessible bibliographic records.
- Understands the OPAC implications of cataloging decisions and practices.
- Analyzes workflow and makes recommendations.
- Possesses basic statistical, research methods, and cost modeling.
- Has an awareness of how cataloging decisions affect retrieval.
- Has a theoretical basis for retrieval and how searching techniques fit into a bib record construct?
- Understanding of control and resource sharing implications for a broad range of users.
- Performs cost analysis of operations.
- Interprets and applies studies of patron use of OPACs.
- Exercises professional judgement, when creating bibliographic records for quicker user access.

**Business competencies:** understanding of organizations as systems, and of the processes, decision criteria, issues, and implications of the operational units of the organization (operations finance, customer service, and administrative services).

- Meets patron needs by providing timely access to bibliographic records
- Demonstrates a commitment to service excellence
- Recognizes the interdependence of all internal customers
- Avoids duplication of work activities
- Has knowledge of emerging trends in the profession.
- Understands the costs/benefits of one's work to the overall mission of our institution; able to see the "big picture".
- Awareness of the publishing industry and current trends.
- Awareness of national cooperative ventures (NACO, BIBCO, CONSER).
- Markets the customer service aspect of cataloging and engage in a dialogue with public service staff and library patrons.

**Interpersonal Competencies:** the understanding and application of methods that produce effective interactions of people and groups.

- Fosters effective work liaisons with other library departments.
- Develops and applies effective communication skills.
- Accountability- takes responsibility for getting tasks done.
- Remains flexible in the face of changing demands.
- Committed to learning new skills and acquiring new knowledge.
- Is an active and contributing team member
- Respects the input of other colleagues

**Leadership:** influencing, enabling, or inspiring others to act.

- Empowers others to make decisions.
- Builds on the work of others to achieve the goals of the organization/institution.
- Recognizes/acknowledges important contributions of others.
- Encourages innovation and new approaches to work.
- Applies group and interpersonal skills effectively.
- Implements an effective quality control program for cataloging.
- Understands and employs techniques for motivation and teambuilding with catalogers
- Empowers staff members to make responsible decisions
- Is concerned w/ how to effect change in a supportive way
- Can effectively train others and develop trainers
- Encourage discussions between public service staff and catalog librarians
- Uses time management skills effectively.

**Technical competencies:** understanding and application of existing knowledge or processes.

- Theoretical basis for organization including original cataloging in accordance with national standards
- Generalists must have a good working knowledge of classification systems and thesaurus construction.
- Subject specialists need a substantial knowledge in the subject area involved and a good working knowledge of current reference sources.
- Knowledge and understanding of classification systems
- Knowledge of methods for subject analysis and thesauri construction
- Creates quality records.
- Makes effective use of knowledge
- Strives to make continuous technical improvements to cataloging and classification
- Catalogs effectively and efficiently in a variety of print and non-print formats.
- Writes indexing and display specification for MARC loaders in local automated systems.
- Write specifications for vendor bibliographic services

**Technological competencies:** understanding and appropriate application of current or emerging technology.

- Uses appropriate bibliographic technology to achieve an optimal result.
- Familiarity with new and developing technologies.
- Evaluates bibliographic and authorities automation modules.
- Knowledge of bibliographic records and their interaction with the various components of an integrated system

### **Innovation**

- Creates plans for bibliographic control that incorporate developments in bibliographic networks and national training programs.
- Applies understanding of how bib records are used by library staff and their patrons.
- Develops and outlines projects for enhancement of bibliographic access to specialized collections or alternative forms of access.



The following exercises are suggestions on how the BIBCO trainer might lead discussion about changes to cataloging competencies and values. It is expected that a trainer will modify exercises to fit the particular audience for maximum effectiveness.

## **BIBCO Exercise #1: The Changing Cataloging Culture**

Objective: Set the stage for the introduction of the Program for Cooperative Cataloging by discussing emerging trends in cataloging.

Time: 20-30 minutes

### Instructions:

Use a flip chart to record the answers to the following questions:

1. What general trends for libraries do you see emerging today?
2. Discuss several national developments in the cataloging arena that can or will have an impact on local cataloging practices and procedures?
3. What general trends do you see in the way libraries approach cataloging?
4. How would you describe the general operating climate for libraries? Of the Catalog Department?
5. What do user communities expect from libraries?
6. What are some of the new/different approaches/activities that libraries, including catalogers have done/are doing to respond to the changing expectations/operating climates?

Summarize and add any topics that might have been omitted.



## Expected responses to BIBCO exercise #1: **The Changing Cataloging Culture**

### 1. General Trends:

- libraries are doing “more with less” — or Less funding available
- increase in electronic resources
- user expectations higher
- having to deal with questions of ownership vs. access
- increase in cooperative activities (within house and outside)
- need for offsite storage
- increase use of technology
- fewer young people becoming librarians

### 2. Recent national developments in libraries:

- CORC
- vendor and international library records available from resource files
- outsourcing
- vendor authority service available
- decrease in LC copy/more member available
- BIBCO Program
- Pin Yin conversion project affecting all libraries

### 3. General trends in Cataloging:

- cataloging of electronic resources
- more use of the Web for research, etc.
- more use of bibliographic utilities
- increased use of support staff
- increased communications
- less time for tweaking of cataloging copy
- using cataloging records as pointing aids (links to web sources, etc.)

### 4. General operating climate:

- stressful
- more work/less staff
- more special projects
- more training and supervisory duties
- more acceptance of general standards
- production expectations remain the same

5. User community expectations:
  - want more cataloging, right away (instant access to materials)
  - less tolerance for backlogs
  - want full-text access
  - more diverse user community
  - greater contacts
  - disagreement re: availability
  
6. New/different approaches:
  - increased use of Core records
  - more continuing education
  - replacing old systems with new library systems/technology
  - backlog reduction emphasized
  - automated cataloging
  - some libraries are circulating un-cataloged materials
  - less review of copy
  - increasing retirement requires shift for remaining staff
  - more investment in technology
  - process redesign
  - more business-like approach (bottom-line is being emphasized more)

## **BIBCO Exercise #2: Value-Added Work Processes**

Exercise: “Beauty and the Least”

Objective: To encourage consideration of work processes by asking the question, “Is this a value-added step?”

Time: Approximately 5 minutes plus discussion

Ray Kroc, founder of the tremendously successful McDonald’s, swore that he could see beauty in a hamburger bun. And while cynics and sophisticates may snicker at his unbridled passion for the products he offered customers, the truth remains that Kroc was richer and more successful than most of us can dream of being.

I would like to encourage you to think, seriously, about the aspects of your job that you most enjoy doing. List four. Then think about the parts of your job that you least enjoy. Again, list four. Now I would like you to go back and indicate the importance of all eight items to customer/user satisfaction. Use a scale of 1 to 5, with 5 being most important to the library patron who will use your catalog record. When you have finished that, do one last thing: Indicate with the star the one item you spend the majority of your time on.

Steps to follow:

1. Have the participant list their item and assess them
2. If time permits, ask for a volunteer to share his or her insights.

Discussion questions:

Do things that you love doing occupy more time than the things you hate doing, or is it the other way around?

How can we increase the time spent on the few vital aspects of our work and decrease the time spent of the many trivial aspects?

Catalogers and Catalog Managers are at times called upon to justify their work. How would you respond regarding the value that cataloging adds to the intellectual work?

Follow -up (if time): Use the same process but define importance in other ways--in terms of the cost-effectiveness, senior management, etc.

### **BIBCO Exercise #3: Catalog Librarian Competencies**

Objective: Encourage discussion of the skills, knowledge and attitudes that are important to a catalog librarian's effectiveness.

Time: 30-45 minutes

Introduce the idea of competencies for the workplace at large. Distribute examples of published competencies: Special Library Association *Competencies for Librarians of the 21st Century* (<http://www.sla.org/professional/competency.html>), U.S. Dept. of Labor *Secretary's Commission for Archiving Necessary Skills (SCANS) for the Workplace* (<http://www.library.yale.edu/jobs/training/scans.htm>) and PCC Catalog Librarian Competencies.

Competencies have been defined as the interplay of knowledge, understanding, skills and attitudes required to do a job effectively from the point of both their performer and the observer. In personal career development, competencies can also be thought of as flexible knowledge and skills that allow catalog librarians to contribute to the organization and to produce a continuum of organized information to assist our user community.

These competencies can be thought of as an addition to rather than an elimination of the more traditional work skills and attitudes.

#### **Instructions:**

- Post the list of competencies with descriptors around the room; participants will have their own list of competencies.
- Each is instructed to rate his/her competency in each category as basic, intermediate, or advance. Alternatively, each is instructed to rate the competency that they would expect to find in a new hire.
- Each can do this with the charts posted in the room using colored dots representing each level: basic (red), intermediate (blue), advanced (yellow)
- You should get a visual representation/idea of some room for development to meet upcoming challenges.

### **BIBCO Exercise#3B (Alternative to Competency Exercise): Library 'Best Practices'**

Objective: Encourage discussion of the skills, knowledge and attitudes that are important to a catalog librarian's effectiveness

Time: 30-45 minutes

Introduce Best Practices concept with "Guidelines for Best Practice." *Training & Development*, October 98, Vol. 52, Issue 10, p.28. It has been said 'to derive full value, an organization needs to first review its own processes, its workforce, its strengths and its weaknesses. What it puts in affects what it gets out.' 'Best Practices' is a technique we can use to assess our cataloging strengths and build on those strengths.

Instructions:

- Ask each participant to write down 3-5 strengths (or what they do well) that they believe contribute to their effectiveness as catalog librarians and the success of their Library
- Use a flip chart to record the results
- Ask the participants to write down 3-5 strengths that they have observed in colleagues (not restricted to your organization) and contribute to the success of their organization
- Use a flip chart to record the results
- Ask each participant to record 2-3 areas or weakness they would like to improve.
- Use the flip chart to record the results
- Have the participants discuss methods for encouraging change and ways to develop weaknesses into strengths.

Discussion points: Components of a Performance Model for Cataloging

1. Performance result: outcomes a person must achieve on the job if the organization's goals are to be achieved; (most jobs require 10-15 performance results)
- 2., Best practices: what the very best performers actually do on the job; behaviorally described.
3. Quality criteria: critical use to measure the quality with which the performance result or output is achieved.
4. Work environment factors: a list of the forces, within and outside the control of the organization, that will either encourage or inhibit the accomplishment of each performance result.
5. Benchmarking as a method for managing performance.

### **BIBCO Exercise #4: Matching Present and Past**

Circle the "T" to identify and rank the five cultural values that you think best represent traditional cataloging culture.

#### RANK

Customer	commitment to total customer satisfaction	T C
Quality	commitment to delivering superior products and service	T C
Profitability	commitment to maximizing financial investment in the library	T C
Growth	desire to increase the size and scope of the library	T C
Excellence	aspiring to become the best we can	T C
Achievement	commitment to accomplishing identified goals and objectives	T C
Efficiency	effectively producing the most with the least amount of resources	T C
Integrity	commitment to high moral standards	T C
Control	commitment to being well run and managed	T C
Leadership	belief in the importance of good leadership	T C
Teamwork	commitment to getting things done through cooperative efforts	T C
Equality	commitment to equal opportunity and unbiased treatment for all	T C
Safety	commitment to an environment free from injury, harm, or fear	T C
Innovation	belief in encouraging change and new approaches	T C
Learning	commitment to advancing the knowledge and skills of the workforce	T C
Empowerment	conviction that every member can make a valuable contribution	T C
Family	concern for employees and support of their families	T C
Harmony	commitment to achieving balance, consensus, and goodwill	T C
Community	concern for the organization's role and impact on the community	T C
Tradition	concern for honoring the work of the past	T C
Fun	belief that the workplace should be enjoyable	T C

Now go back and circle the "C" to identify and rank the cultural values you believe are needed for a contemporary cataloging culture to be successful

## **BIBCO Exercise #5: Moving forward**

Identify the operational values that you believe are needed to fully support a contemporary cataloging culture:

Loyalty	Faithful adherence to the mission of the organization
Drive	Highly motivated to get the job done
Dependability	Can be relied upon
Accountability	Taking responsibility
Credibility	Respectable, believable, and trustworthy
Discipline	Highly trained and focused on objectives
Structure	Having a clearly defined process for getting things done
Power	Having the means to get things done
Obedience	Following the rules and regulations
Competition	Striving to win
Knowledgeable	Making effective use of information
Versatility	Being able to do many things well
Cooperation	Working well with others
Communication	Open interchange of thoughts and opinions
Fairness	Just and impartial decision making
Diversity	Understanding and managing differences
Creativity	Producing imaginative and original work
Independence	Freedom from the control of others
Compassion	Caring about the feeling of others
Risk Taking	Encouraging experimentation
Recognition	Acknowledging important contributions

**BIBCO Exercise #6: Operational values needed to support a contemporary culture**

How can libraries and the cataloging community support the operational values identified:



## Readings to Support BIBCO Training Exercises

*The following articles support the BIBCO training exercises and will be distributed to BIBCO Train the Trainer participants, but will not be included in the BIBCO Training Notebook.*

Title: "Guidelines for best practice."

Source: *Training & Development*, Oct98, Vol. 52 Issue 10, p28, 2p

Abstract: Presents guidelines for best practice, as excerpted from the book 'Working with Emotional Intelligence,' by Daniel Goleman. Organizational needs assessment; Importance of fostering a positive relationship between the trainers and learners; Transfer and maintenance of change.

AN: 1196055

ISSN: 1055-9760

Database: Academic Search Elite

GUIDELINES FOR BEST PRACTICE excerpted from Working with Emotional Intelligence

### Paving the Way

**Assess organizational need.** Determine the competencies that are most critical for effective job performance in a particular type of job. In doing so, use a valid method, such as comparison of the behavioral events interviews of superior performers and average performers. Also make sure the competencies to be developed are congruent with the organization's culture and overall strategy.

**Take stock of personal strengths and limits.** This assessment should be based on the key competencies needed for a particular job, and the data should come from multiple sources using multiple methods to maximize credibility and validity.

**Provide feedback with care.** Give the individual information on his or her strengths and weaknesses; try to be accurate and clear. Allow plenty of time for the person to digest and integrate the information. Provide the feedback in a safe and supportive environment to minimize resistance and defensiveness; avoid making excuses or downplaying the seriousness of deficiencies. Maximize learner choice. People are more motivated to change when they freely choose to do so. As much as possible, allow people to decide whether they will participate in the development process, and have them set the change goals themselves.

**Encourage people to participate.** People will be more likely to participate in development efforts if they perceive them to be worthwhile and effective. Organizational policies and procedures should encourage people to participate in development activity, and supervisors should provide encouragement and the necessary support. Motivation also will be enhanced if people trust the credibility of those who encourage them to undertake the training.

**Link learning goals to personal values.** People are most motivated to pursue change that fits with their values and hopes. If a change matters little to people, they won't pursue it. Help people understand whether a given change fits with what matters most to them.

**Adjust expectations.** Build positive expectations by showing learners that social and emotional competence can be improved and that such improvement will lead to valued outcomes. Also, make sure that the learners have a realistic expectation of what the training process will involve.

**Gauge readiness.** Assess whether the individual is ready for training. If the person is not ready because of insufficient motivation or other reasons, make readiness the focus of intervention efforts.

### Doing the Work of Change

Foster a positive relationship between the trainers and learners. Trainers who are warm, genuine, and empathic are best able to engage the learners in the change process. Select trainers who have these qualities, and make sure that they use them when working with the learners.

**Maximize self-directed change.** Learning is more effective when people direct their own learning program, tailoring it to their unique needs and circumstances. In addition to allowing people to set their own learning goals, let them continue to be in charge of their learning throughout the program, and tailor the training approach to the individual's learning style.

**Set clear goals.** People need to be clear about what the competence is, how to acquire it, and how to show it on the job. Spell out the specific behaviors and skills that make up the target competence. Make sure that the goals are clear, specific, and optimally challenging.

**Break goals into manageable steps.** Change is more likely to occur if the change process is divided into manageable steps. Encourage both trainers and trainees to avoid being overly ambitious.

**Maximize opportunities to practice.** Lasting change requires sustained practice on the job and elsewhere in life. An automatic habit is being unlearned and different responses are replacing it. Encourage trainees to try the new behaviors repeatedly and consistently over a period of months.

**Provide frequent feedback on practice.** Ongoing feedback encourages people and directs change. Provide focused and sustained feedback as learners practice new behaviors. Make sure that supervisors, peers, friends, family members--or some combination of these--give periodic feedback on progress.

**Rely on experiential methods.** Active, concrete, experiential methods tend to work best for learning social and emotional competencies. Development activities that engage all the senses and that are dramatic and powerful can be especially effective.

**Build in support.** Change is facilitated through ongoing support of others who are going through similar changes (such as a support group). Programs should encourage the formation of groups where people give each other support throughout the change effort. Coaches and mentors also can be valuable in helping support the desired change.

**Use models.** Use live or videotaped models that clearly show how the competency can be used in realistic situations. Encourage learners to study, analyze, and emulate the models.

**Enhance insight.** Self-awareness is the cornerstone of emotional and social competence. Help learners acquire greater understanding about how their thoughts, feelings, and behavior affect themselves and others.

**Prevent relapse.** Use relapse prevention, which helps people use lapses and mistakes as lessons to prepare themselves for further efforts.

#### Encouraging Transfer and Maintenance of Change

**Encourage use of skills on the job.** Supervisors, peers, and subordinates should reinforce and reward learners for using their new skills on the job. Coaches and mentors can also serve this function. Also, provide prompts and cues, such as through periodic follow-ups. Change also is more likely to endure when high status persons, such as supervisors and upper level managers, model it.

**Provide an organizational culture that supports learning.** Change will be more enduring if the organization's culture and tone support the change and offer a safe atmosphere for experimentation.

**Remove situational constraints.** Change is more likely to last when the person is able to use the competency on the job.

## Evaluating Change

**Evaluate.** When possible, find unobtrusive measures of the competence or skill as shown on the job, before and after training and also at least two months later. One-year follow-ups also are highly desirable. In addition to charting progress on the acquisition of competencies, assess the impact on important job-related outcomes, such as performance measures, and indicators of adjustment such as absenteeism, grievances, health status, and so on.

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### Other Readings:

Special Library Association. *Competencies for Librarians of the 21<sup>st</sup> century*.  
<http://www.sla.org/professional/competency.html>

U.S. Dept. of Labor. Secretary's Commission for Achieving Necessary Skills (SCANS) for the Workplace.  
<http://www.library.yale.edu/jobs/training/scans.htm>



## **1 HISTORY (Where we came from)**

<b>1970s</b>	<b>--</b>	<b>CONSER, NACO</b>
<b>1988</b>	<b>--</b>	<b>NCCP</b>
<b>1992</b>	<b>--</b>	<b>CCC</b>
<b>1995</b>	<b>--</b>	<b>PCC</b>

### **Notes:**

- **Steady growth – in members, in records, in formats, etc.**
- **Trainer should relate briefly some of the difficulties associated with NCCP and how these have been addressed in the PCC**
- **Broadening participation (National and International)**
- **Evolving standards and goals**
- **Democratic/representative structure (e.g. BIBCO OpCo, committee structure)**
- **Trainer should stress the mutual benefits of cooperation; some additional work leads to much gain for all**

## COOPERATION

### Pressure points:

- rising costs
- lower budgets
- costs/benefits
- savings/harm

### Notes:

- Cataloging is vulnerable since it is cost and labor intensive
- Externally imposed solutions may save some money but cause harm (e.g. minimal level cataloging, outsourcing, etc.)
- Savings may not be seen in original cataloging, but will occur in copy cataloging as more and more LC/PCC quality records are available
- Benefits for patrons – common standards; faster processing; smaller backlogs
- Benefits for original catalogers include time freed for cataloging the truly rare and special items in our collections, exploring new ways to serve our users, complex authority work and for other professional activities
- Trainer can stress that addressing our own problems (through cooperative effort) is preferable to externally imposed measures

## **PCC GOALS**

**To increase the supply of quality records in the world cataloging pool**

**To increase the number of catalogers and cataloging institutions contributing such records**

### **Notes:**

- **Growing diversity of records**
  - **From traditional sources**
  - **From foreign national agencies**
  - **From vendors**
- **Different practices and standards**
  - **National standards**
  - **Utility standards**
  - **Institutional standards**
  - **Individual standards**
- **A major goal of the PCC is to bring common standards and coherence to the use of all of these different types of records**

**New factors  
New definitions  
New awareness**

**Notes:**

- **Quality as ‘the perfect record’ has been replaced by ‘the dependably useful record which is available in a timely way’**
- **Dynamic nature of quality – the changes brought about by the online environment invite a constant rethinking of the nature of quality**
- **Broadly developed sense of quality – based on the priorities of catalogers, users, and public service staff**
- **Is there common ground?**



**5                    USABILITY: Requires little or no**

**Verification**

**Modification**

**Postponement or delay**

**Notes:**

- **Reliability of PCC records greatly enhances workflow efficiency**
- **Large increase in the 'pool' of dependably useful records**
- **Leads to simplified workflows for large bodies of material**
- **Trainer should encourage discussion of local workflows and possible economies**

**6 : DEPENDABILITY: Reliable for**

**Description**

**Controlled access points**

**Classification**

**Subject analysis**

**Notes:**

- **Program records are consistent in all these areas**
- **Program records are reliable and require minimal adjustments**
- **BIBCO participation includes a shared recognition and definition of quality among the community of catalogers**

**New importance/value**

**Cataloging as 'public service'**

**Appropriate for the 'online age' and the electronic environment**

**Notes:**

- **Trainer should discuss reasons behind this new emphasis**
- **Benefits both to users and catalogers**
  - **Reduce backlog space**
  - **Reduce backlog 'burden'**
  - **Genuinely meeting a wider range of users' needs**

**CORE STANDARD CHARACTERISTICS**

**Minimum standard  
Identification / retrieval  
Dependably usable  
Known quantity**

**UPWARDLY COMPATIBLE:**

**Provides floor or base**

**May include additional fields up to full**

**Provides dependable cataloging within full-record catalogs**

**Notes:**

- **You may add elements to a core record, and it will still be a valid core record, unless and until it contains all the elements of a PCC full record**
- **Core records do not stand out in full-level catalogs. Compare to minimal-level records**
- **Sometimes it is not possible to tell why a record has been designated as core**

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## **CORE STANDARD**

**Defined first for books materials  
Other formats followed**

### **Notes:**

- **Summarize completed formats and remind trainees that the other formats are available on the PCC homepage**

**BOTH CORE AND FULL STANDARDS HAVE THE SAME:**

**Authority control for headings  
Adherence to rules/practices  
Main entry choice and form  
Title page & series transcription  
Physical description**

**Notes:**

- Although the core record may not have all the elements present in a full record, the elements included adhere to current rules and practices
- Discuss the core standard allowing untraced series (490 0) without the need for a national level authority record
- Discuss how the core record is appropriate for the online environment  
Many of the elements omitted from the core record were appropriate in card catalogs but may not be so important in our OPACs (especially the brief displays that most users prefer)
- Examples: At head of title notes, notes justifying added entries, etc.

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## PARADIGM SHIFT

**LIMIT:** You must/must not

**VS.**

**FLOOR:** You must at least / You may add (up to full)

### Notes:

- Give a real life example, e.g., The note “Reproduction of the illuminations from the Rohan Book of Hours” **MAY** (not **MUST**) be added if it enhances access to the item



**Can distinguish local and non-local data as with full records**

**Notes:**

- **There are two options for including local data in Program records: use correct MARC tagging (590, \$5, indicators, etc.) or code in a local holdings or item record. A third possibility is not to catalog the piece as a Program record**
- **If you work in a local system, remember that your records upload or may someday upload to RLIN or OCLC and must conform to Program standards**

**CORE RECORD JUDGMENT BOUNDED BY:****AACR2R, LCRIs, and the SCM, MeSH, etc.****Core record standard****Institutional policies****Identification / retrieval****Notes:**

- Give an example, e.g., making an added entry for a prominent professor, adding an exhibition note for the art library, etc.
- Stress that in each case, identification or retrieval should be enhanced by the addition

**CORE GUIDELINES:**

**1. Would the proposed addition be correct in a full record?**

**2a. Would the proposed addition aid retrieval?**

**OR**

**2b. Would the proposed addition aid identification?**

**Notes:**

- **When considering adding an element to a record, use these questions as a test**
- **Remember that institutional policies may also influence the decision**

**CORE RECORDS:**

<b>Source</b>	<b>=</b>	<b>c</b>
<b>Encoding</b>		
<b>Level</b>	<b>=</b>	<b>4</b>
<b>042</b>	<b>=</b>	<b>pcc</b>
<b>040</b>	<b>=</b>	<b>library symbol</b>

**Notes:**

- Full records have Encoding level blank
- Cover OCLC situation about Encoding Level 4 until it is implemented

**APPLYING THE CORE STANDARD**

**Q. Do you ever remove data from a record to meet the Core Standard?**

**Notes:**

- **OCLC National Level Enhance libraries must follow all OCLC guidelines as well. For example, Enhance Libraries must retain variant subject headings and vendor data in the Master Record**
- **RLIN libraries may delete this sort of data because the original record remains available in the RLIN database**
- **Incorrect data may be removed, e.g., non-standard use of a MARC field**

**APPLYING THE CORE STANDARD**

**Q. If a Core Standard record contains the same fields as a full record, is it coded core or full?**

**Notes:**

- Code for the highest level you can **LEGITIMATELY** claim
- Belle-lettres usually default to full level

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**CORE STANDARD—FIXED FIELD**

**Code fully**  
**Same as full record**

**Notes:**

- **Still code Cont b and Indx 1 even if no 504 and 500 notes are added**

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**CORE STANDARD--020, 0XX**

**Supply at least 1 020 \$a if present on item; if more than 1 present, use judgment  
Other 0xx fields**

**Notes:**

- **Only 1 required for core but more may be added according to cataloger's judgment**



**Call or Class Number:**

- ◇ **Supply a number from one recognized scheme for those core standards where it's required**

**Notes:**

- **Only a class number is required**
- **For some libraries, this will require extra work. This should be weighed against the whole range of pros and cons for the institution. Give consideration to the community spirit exemplified by the PCC**
- **For some core standards, e.g., rare books, a class number is not required**

**CORE STANDARD -- 1XX****Main Entry:**

- ◇ Include if applicable
- ◇ Establish if not already established

**Uniform Title:**

- ◇ Include if known/inferable
- ◇ Establish if necessary

**Notes:**

- Always check the Name Authority File for any already-established uniform titles that apply to the item
- Remember that Core Records are upwardly compatible. If, for example, you have a French translation of a Japanese novel and no language expertise in house, another library with that expertise can enhance the record later on
- Different formats sometimes can have different requirements (e.g. Music catalogers would follow MCD 26.4B1)

**Include all applicable fields  
Same as full-level cataloging**

**Notes:**

- **246 fields are added according to cataloging rules and judgment. For example, it would be required to add a 246 for a corrected form of title. But you would want to use judgment in supplying access to subtitles and minor variations in the title proper**
- **Is “Proceedings of the annual conference” a useful access point?**

**CORE STANDARD -- 4XX/8XX****Series:**

- ◇ **Transcribe series if present**
- ◇ **Tracing optional if series is new**
- ◇ **If traced, support with SAR**
- ◇ **Indicate national-level tracing practice with \$5DPCC in authority record**

**Notes:**

- **If local decision is not to trace, transcribe series in the bibliographic record (490 0) but do not create SAR**

**If applicable, make notes for:**

- ◇ **Title source - if not t.p.**
- ◇ **Contents - if multipart items with separate titles**
- ◇ **Thesis note (502)**
- ◇ **Reproduction note (533)**

**Notes:**

- **Only these specific notes are absolutely called for by the Core Standard**
- **Notes deemed important for access or retrieval may be added**
- **Keep in mind that MARC tagging or use of relators in some cases may take the place of certain notes**
- **Discuss types of notes which increase access and identification**

**If applicable, include at least 1-2 subject headings:**

- ◇ **from recognized list**
- ◇ **at appropriate level of specificity**

**Notes:**

- **The numbers 1-2 are not intended as an upper limit**
- **Keep in mind that we sometimes apply multiple subject headings when a subject heading is not established for a single concept. In these cases, consider submitting a subject heading proposal. The SACO form is on the PCC homepage**
- **If the item covers multiple separate subject ideas, which are not co-extensive with a wider term, continue to use the terms for each subject idea up to three**

**CORE STANDARD -- 7XX (OR 246/247)**

**If applicable:**

- ◇ **Primary added entry relationships**
- ◇ **Important title access information**
- ◇ **Up to full level**



**REVISION ISSUES:**

**Remember guidelines  
Dependably usable records  
Retrievability and identification**

**Notes:**

- **When you revise or look at other catalogers' PCC records, remember that catalogers' judgments may differ and may all be correct. As professional catalogers, try to judge records objectively, not whether you might personally have cataloged it in that fashion**
- **Look at both parts of the guideline test:**
  - ◊ **Would the element be incorrect if it appeared in a full record? And,**
  - ◊ **Does the element enhance retrievability and/or identification?**
- **Contact the BIBCO liaison listed on the PCC homepage if there are serious problems with PCC records**

**COPY CATALOGING ISSUES**

**Include copy cataloging staff in your BIBCO implementation**

**Editing issues**

**Uniform titles and untraced series**

**Stress the meaning of the PCC codes**

**Notes:**

- **Decide whether core records can be accepted “as is” or need enhancement. Keep timeliness in mind**
- **Document any fields which must automatically be added to core record copy**
- **Keep in mind that uniform titles and other added entries may be lacking**
- **Re-check untraced series in the Series Authority File. The series may now be traced with a SAR or you may need to establish the series to meet local needs**
- **Keep in mind that the core standard is flexible and records may vary in fullness**



## **NOTES ON EXERCISE: FINE POINTS OF THE CORE RECORD STANDARD**

### **Learning Objective:**

After taking this exercise and participating in class discussion, the student will be able to determine whether a given field in a record falls below, meets, or exceeds the core record minimum standard.

### **Concepts:**

core record standard;  
minimum standard;  
how minimum standards work in practice.

### **Notes:**

The goal is not so much to see how many the participant gets 'right' in the shortest amount of time as to raise specific points about the core record standard for discussion with the group in the course of going over the standard.

A tricky point is to get across clearly the differences between X and C+. In these exercises, C+ represents information that is **additional** to the standard. It is correct information in correct form, and it exceeds what is called for by the standard. It is OK to be in the record (the cataloger can always include more) if it is deemed necessary for access (retrieval) or unique identification of the item. Examples: 043, clarifying notes. On the other hand, X represents a field that does not meet the core standard. It is below the standard and should not appear in core records. Example: 300 p. ‡c cm., as found in CIP records.

Some questions students can ask themselves to determine which letter to use:

1. Is this field simply wrong or inadequate for the standard?  
The field is wrong for the standard: X  
The field is right for the standard (meets or exceeds it): C or C+

To decide whether C or C+, ask this follow-up question:

2. If this field were not in the record, would the record meet the core standard?  
Without the field, core standard is not met: the field is C  
Without the field, core standard is still met: the field is C+

### **Effective use of exercise:**

This exercise may be done a few numbers at a time as part of class discussion of core standard, as the instructor leads the class through it and deals with fine points. Alternatively, core record materials may be distributed before the workshop and exercises assigned in open-book style as a prerequisite assignment, then discussed in class as the core standard is reviewed. This exercise will be least effective if assigned to be done in class all at once at the end of the core record discussion.

## After the exercise:

The students will be aware of fields that exceed the standard, and wonder if they should bother with them. Two major factors bear on that decision: unit policy, and cataloger's judgment. In either case, specific fields must be addressed on a case by case, item by item basis. Catalogers must balance needs of access and identification against institutional guidelines and cost of time spent dwelling on a record. That is, if putting the field in a record enhances access and/or distinguishes this item from another that is similar, and the field takes little time to deal with, and it is within institutional guidelines, then it is worth putting in.

## Notes on individual numbers:

1. C The ISBN, if on the piece, is recorded in \$a to provide a frequently-used access point from readily available information. That has been done here. It is possible that an ISBN does not appear on the item and the ISBN assigned to the item has been added later in this record. That action is not required by the core record standard, but is helpful to increase access.
  2. C or C+. Some systems parse certain standard numbers, and if the number does not parse correctly, the system puts the number (in the case of the 020) in \$z. A cataloger attempting to input a number in \$a, because it is on the piece, and finding it placed in \$z by the system, has in fact met the spirit of the core record standard. That is the case meriting a C. Other, more arcane sources of invalid ISBNs may be imagined; these, on the whole, rate a C+.
  3. C+ Only \$a is required at the core standard. The reason for including the 020 \$a is access more than bibliographic completeness. More information than called for in the standard may be included if it is deemed necessary by the cataloger, hence C+.
  - 4,5,6. C+ The 041 and 043 are not required by the core record standard; they exceed it.
  7. C The original French title of the work is given on the title page of the work. The title is established in the Authority File. This is a case where the uniform title may be readily inferred from the work in hand and **its established form is available in the Authority file.**
  - 8-13. C The standard calls for including all applicable elements of the title page transcription. The title in 8. contains many words, but core standard does not call for abbreviating full cataloging in applicable areas.
  14. X The standard calls for including all applicable elements of the title page transcription and physical description.
  - 15-17. C The standard calls for including all applicable elements of physical description.
  - 18-20. C Series practice in the core standard is easily stated: if a national series authority record exists, follow its tracing practice. If no national series authority record exists, and your library chooses to trace the series, you must create the national authority records for that series. The library has followed LC tracing policy as expressed on the appropriate series authority records or, for items without national series authority records, chosen to trace and establish records in the Authority File for the series on the items.
  21. C
- [etc.]



## NOTES ON SACO SUBJECT AUTHORITY PROPOSALS

### SAP-1

Simple single concept for which no subject heading existed for the item being cataloged. Specificity required a new subject heading rather than assigning the broader term as the heading on the bibliographic record. Reference sources cited to justify the term selected as the heading.

### SAP-2

Another simple single concept. Additional reference sources not needed in this case, as a pattern can be cited.

### SAP-3

Example of geographic heading established in the subject authority file. Work cataloged shows alternative form of name added as a reference. GNS consulted but name not found.

### SAP-4

This heading is the broader term on the previous example. All 5xx references must also be set up in the authority file as authorized headings. No 670s are needed, since it accompanies the other proposal and they were submitted together. This is what is known as a “back-door” heading.

### SAP-5

Multiple 670s show standard dictionaries were checked, as well as citation of WWW reference sources.

### SAP-6

Heading established for item shown in examples on pages xxx. Classification proposal was also needed (p. xxx), and base classification number is included in 053 on proposal. When the Cutter number is assigned by LC, the 053 will be completed. Example also shows citation of LC database and general Web search engine and a scope note.

### SAP-7

History heading with chronological subdivision, justified by the reference sources cited. First 670 shows one way to indicate diacritics via email.

### SAP-8

Heading for a building. Coded as a corporate body but established in the subject authority file.

### SAP-9

Literary genre heading. The pattern justifies the heading.

## LC SUBJECT HEADING GUIDELINES

### **Memos to mention:**

#### **H 40** Library of Congress Subject Authority File

This memo discusses the history of the authority file. Online subject authority records were implemented in 1986. Remember from NACO training what the meaning of the sh85 in the control numbers means. These are records for headings that were converted in 1985-86 and that many of these records contain reference structures that are unevaluated and do not have sources found/not found notes.

#### **H 80** The Order of Subject Headings

This memo discusses the order of subject headings. Please note in the BACKGROUND section the principle of having the classification number usually match the first subject heading.

#### **H 180** Assigning and Constructing Subject Headings

This memo is generally to be used after you have already determined the subject focus of the work in hand. Assign headings that summarize the overall content of the work and provide access to the most important topics. LC's practice is to assign headings only for topics that comprise at least 20% of the work. Note that there are certain categories of materials to which LC assigns no subject headings. Examples include general periodicals, belles lettres with no identifiable theme or specific form, and some texts of sacred works.

In general, LC's practice is to assign no more than 10 subject headings to a work with guidance that generally there be a maximum of 6 subject headings.

Assign subject headings at the appropriate level of specificity. Remember that specificity is a relative concept—broad subject headings may end up being very specific for a given work. In general, do not assign headings that represent subtopics instead of or in addition to a main topic.

The “rule of three” and the “rule of four” are discussed in this memo. You are also given guidance on multi-element topics. The memo also discusses additional aspects of headings—place, time, named entities, and form. It goes on to talk about concepts expressed in titles and how judgment needs to be used.



This memo offers some specific guidelines but serves only as a general guide. Specific memos in the SCM must be consulted for most headings.

The section in this memo on constructing subject headings gives examples only. These examples are not to be taken as “rules” for constructing headings. Appropriate memos in the SCM must be consulted before constructing a subject heading.

#### **H 184 Subject Headings Identical to Descriptive Access Points**

Please note with this memo that you assign subject headings even if these headings duplicate main or added entries already present in the bibliographic record. This was not an issue in many card catalogs.

#### **H 187 When to Establish a New Topical Subject Heading**

In general you establish a subject heading for a topic that represents a discrete, identifiable concept when it is first encountered. Except for fictitious character headings (H1610), you don’t have to wait for several books on a topic to be published before doing so. You are given guidance on what to do if you have a new topic that is not yet identifiable and what to do if you are dealing with a newly emerging topic with no consensus on terminology.

#### **H 193 Changing a Heading or Deleting a Subject Authority Record**

This memo details what LC cataloging staff are to do when they are changing or deleting a subject authority record. I point this memo out basically because it is informative to know what the LC catalogers are required to do.

##### **H 193.5 Deleted Heading Information**

This memo outlines what happens when a subject authority record is deleted. You will see examples of the use of field 682 from the USMARC Authorities Format.

#### **H 194 Providing for Geographic Subdivision of Existing Subject Headings**

This memo primarily pertains to LC cataloging staff but is illustrative of what LC catalogers are required to do. It also points out that, when we want to make a change to subdivide a heading geographically, we need to search to find out what LC records may need to be changed.

## **H 195 Changing References in Subject Authority Records**

## **H 196 Changing Classification Numbers in Subject Authority Records**

These two memos show what LC catalogers must do when changing references or classification numbers in authority records.

FOR ALL CHANGES, we follow and provide the information that is asked for on the “change form” on the LC web.

## **H 200 Preparation of Subject Heading Proposals**

This memo is incredibly important for the preparation of new subject heading proposals.

While this memo deals primarily with what LC catalogers must do, it is quite useful as a checklist—especially the CONTENTS page. This memo also contains the information/explanation about what appears on the proposal form on the LC web.

## **H 202 Authority Research for Subject Heading Proposals**

This memo is important for you to read. It discusses what research is necessary for justification of headings. You may cite LC patterns when creating a proposal; however, according to this memo only 4 instances actually REQUIRE it. Note that if you are citing a pattern do not use a heading with a sh85 prefix as an example. Sh85 headings were input by contractors from cards and may not reflect the use of current SCM memos. It is best to cite the SCM memo that authorizes the construction of a heading.

**It is seldom acceptable to cite your work cataloged as the only source for a subject heading.** For very new concepts, obscure archaeological sites, and/or computer languages, cite the appropriate memo and in a 675 cite sources searched for likely justification, e.g., the WWW, archaeological and/or computer dictionaries.

**REMEMBER:** Even if it is doubtful that you would find the heading, search anyway and cite the source in a 675. In general other sources appropriate to the subject area must be consulted and cited to show that you have properly investigated your concept or topic.

There is no general rule regarding how many sources need to be cited. Remember that you may do extensive research in reference sources to find justification or verification or variations for your proposed heading. Generally you **MUST** record this research in field 675 for sources in which you searched but found no information and/or in 670 fields.

Examples of authority research also appear in this memo. The last page has an authority research checklist. This list is worth consulting as a reminder when creating a subject authority record.

## **H 203** Citation of Sources

This memo provides you with examples of how sources are cited. For example, you are given instructions on when to include volume and page numbers in your source citation. Information is also provided on citing telephone calls, GNIS, computer networks, etc. The final pages (pp. 7-26) provide citation forms for various sources as well as providing guidance on reference sources that may be used for the broad subject areas. You are not required to use nor limited to using sources in this list. Also note that any resource you consult in your library or on the web is valid to cite if appropriate.

## **H 364** Authorization for Geographic Subdivision

This memo provides instruction for coding the MARC 21 fixed field 008/06. Remember that for headings coded 151 the correct coding is “no decision”.

## **H 370** Broader Terms, Narrower Terms, and Related Terms

Here you are provided with the guiding principles for broader term, narrower term, and related term references. Many times you can observe these references from looking at either pattern headings or subject authority records that already exist. I do want to caution you again about the sh85 records and the fact that the references and headings in these records may not conform to current practice. I generally look at the last revision date on this memo to determine whether the record I am looking at as a pattern follows the current practice.

## **H 371** General See Also References

These references appear in authority records as field 360. They may contain information telling the user to see also specific headings from a general heading (for example, **Tools see also individual tools, e.g. Files and rasps; Saws**), or they may contain information telling the user to see also a subdivision (for example, **Patents see also subdivision Patents under disciplines and under types of articles patented**). Current LC practice is to make specific broader term references whenever possible. Existing general see also references may be retained until the entire hierarchy (i.e., putting all appropriate broader terms in all related records) is completed or may be retained under the specific provisions as outlined in this memo.

### **H 373** “Used for” References

This particular memo provides you with guidance on the type of references that are normally supplied in subject authority records.

### **H374** General See References

These references appear as 260 fields in subject authority records. A subject authority record with a 260 field in it is never an authorized heading (i.e., these are always reference records). These records may contain information about variant spellings (for example, Catalogue vs. Catalog), variant usages (Ecuadoran See subject headings beginning with or qualified by the word Ecuadorian, e.g. Ecuadorian literature, Art, Ecuadorian), or about subdivisions (Amateurs’ manuals see subdivision Amateurs’ manuals under technical topics).

Caution must be used when viewing these records online. It is not safe to assume that a subdivision of the type Amateurs’ manuals is automatically a free-floating subdivision. Appropriate memos for free-floating subdivisions must be checked.

### **H 375** [Topic]—[Place] Broader Term References

In many instances broader term references are made. I want to make sure that when you are constructing a broader term reference of this type, you divide the generic heading only by the name of the country or first order political division in the case of the U.S., Canada, and Great Britain.

Example: Stanton Hall (Natchez, Miss.)  
Dwellings—Mississippi

This memo gives one general guidance on these references and is to be used in conjunction with the appropriate memo(s) for example on Buildings.

### **H 400** Scope Notes

Scope notes appear in subject authority records as field 680. This memo tells you when scope notes are made. Scope notes may be for users of the catalog as well as for catalogers. They may tell you when to use a heading as well as whether a heading serves as a pattern heading.

## **H 432** Subject Usage Information in Name Authority Records

This is the place where you find instructions for adding a 667 to name authority records. This particularly occurs with jurisdictions that have changed name, but it can occur with other types of headings as well (for example, **Musee du Louvre**).

## **H 460** Name Changes in Non-Jurisdictional Corporate Bodies

This instruction sheet provides guidelines in selecting which heading to use when cataloging a work about a non-jurisdictional corporate body that has had a change of name. You assign as a subject heading the name used by the body during the latest period covered by the work being cataloged. You do not assign every name associated with a corporate body. A work that is historical in nature though may require assignment of more than one name of the body if all names appear prominently.

## **H 475** Subdividing Corporate Name Headings by Place

I want to point out here that there are types of corporate bodies that are appropriate to be subdivided geographically. Not all corporate bodies are subdivided geographically. For the most common use of this is for religious institutions (e.g., **Catholic Church**).

## **H 620** Chronological Headings and Subdivisions

This memo gives you guidance on headings and subdivisions that are chronological. This is where you find information on methods of expressing chronological focus in subject headings. Again, this is a general memo and must be used in conjunction with the appropriate free-floating lists and instructions on specific types of headings.

## **H 690-1055** Geographic Headings

There are quite a few memos dealing with geographic headings. H690 discusses the formulation of geographic headings and specifies the difference between political/jurisdictional headings and non-jurisdictional geographic names. You are given instructions on what to do with initial articles, what to do with abbreviations, and what references are appropriate.

**H 708** provides further detail on the 667 note for subject usage in jurisdictional changes.

**H710** gives you guidance on what to do with jurisdictional mergers and splits. Here is where you find information on splits such as Czechoslovakia into Czech Republic and Slovakia.

**H713** talks about the first order political divisions of countries. Here you find “simple” first order political divisions (the most common). You also see what to do when talking about political divisions collectively (for example, **Sales tax \$z United States \$x States**).

**H715** deals with extinct cities.

**H720** deals with city sections. Here you find what to do when you need to use or establish a city section. The reference structure is detailed as well as what to do with subdivisions. You may not subdivide geographically to the city section level.

Example: Minorities \$z Massachusetts \$z Boston  
North End (Boston, Mass.)

**H760** discusses geographic regions. Guidance is given on when “Region” is free-floating and how to use “Region” with various types of headings. You will also find information on headings such as “California, Southern” and how to use this in geographic subdivision.

**H780** discusses areas associated with cities. This is where the information on metropolitan areas, suburban areas, and city regions is found.

**H800** deals with rivers, valleys and watersheds. Here are specific instructions for formulating headings of these types and for qualifying these headings. For example, you will find here how to qualify headings for rivers that are in one or more than one jurisdiction. You will also find information on the reference structure for these headings.

**H807** discusses islands. You will find instructions here on how to qualify islands as well as how to choose the name of the island.

**H810** is on the qualification of geographic headings. This memo deals with the form and construction of the qualifiers only—it does not discuss the choice of heading. Here you find what level of jurisdiction to qualify with. So, the exceptions (Australia, Canada, Great Britain, Malaysia, the United States, and Yugoslavia) are covered here.

**H830** provides information on geographic subdivision of subject headings and talks about direct vs. indirect subdivision. So, **Taxation \$z California \$z San Francisco** is an example of indirect subdivision while **Taxation \$z Washington (D.C.)** is an example of direct subdivision. Canada, Great Britain and the United States are the exceptions employed for indirect subdivision practice. So, for the United States you go to the state level first (except for Washington (D.C.)). The cities that are exceptions are as mentioned Washington (D.C.) and Jerusalem.

This memo also discusses when you “drop” qualifiers. For example, the heading for Seattle is **Seattle (Wash.)** but in indirect subdivision the string becomes **\$z Washington**

**\$z Seattle.** Here you are also given guidance on when to subdivide geographically when the heading you have already contains a place name. For example, the heading **Coins, Greek** may be subdivided geographically, but the string **Coins, Greek \$z Greece** is not valid, but the string **Coins, Greek \$z Greece \$z Athens** is valid.

**H832** is the infamous memo dealing with the “city flip”. The city flip as it is/was called refers to the old practice in LCSH of not subdividing certain types of headings geographically to the city level. For example (under the old practice) we had: **Fountains (Indirect) see also subdivision Fountains under names of cities.** Thus, for a book about fountains in Los Angeles under old practice we had two subject headings:

**Fountains \$z California**  
**Los Angeles (Calif.) \$x Fountains**

Under the new practice, we can geographically subdivide fountains to the city level. So, the same book cataloged under current practice would only have one heading:

**Fountains \$z California \$z Los Angeles**

**H832** contains a list of the headings involved in the city flip.

**H835** gives you information on subdivision practice for geographic names established as names. Tahiti is an example of this.

**H836** (Authorization for Geographic Subdivision). This memo is new (issued in August 1999) and provides information on when and how to add a 781 field to a geographic place name heading. Samoan Islands is an example of this.

H860 & 870 discuss subdividing free-floating subdivisions geographically and the interposition of geographic subdivisions. This is where you find the information on where to place the geographic subdivision in a subject string. So, if you have a main heading that is subdivided geographically and a subdivision used in combination with that main heading that is also subdivided geographically, the geographic subdivision is placed after the last subdivision that is authorized for geographic subdivision. For example, you have:

Main heading:	<b>Children (May Subd Geog)</b>
Subdivision:	<b>Services for (May Subd Geog)</b>

If you have a book on services for children in the United States, your heading becomes:

**Children \$x Services for \$z United States**  
**NOT Children \$z United States \$x Services for**

**H910** is where you find what to do with a place as a theme in art, literature, motion pictures, etc.

**H925-1055** give you guidance on the use of specific places (usually troublesome) in subject headings. There are individual memos on China/Taiwan, the Congo, Germany, Great Britain, Hawaii, Hong Kong (China), Jerusalem with the Gaza Strip, the Golan Heights, the West Bank and Palestine, Latin America, New York (N.Y.), the Soviet Union, Vatican City, Washington (D.C.), and Yugoslavia.

## **H 1075- LCSH Subdivisions**

Subdivisions are used to combine various aspects of a topic into one heading and to arrange entries that share the same main heading in a file.

There are four types of subdivisions:

**Topical**  
**Geographic**  
**Chronological**  
**Form**

**Topical subdivisions** are used under headings of all types to limit the concept expressed by the heading to a subtopic. Many topical subdivisions represent actions, attributes or aspects. Subdivisions are generally preferred over phrase headings for subtopics or aspects that may repeatedly appear in association with a variety of topics or entities.

**Geographic subdivisions** indicate the geographic area to which treatment of a topic is limited. They may indicate where something is located or where something is from depending on the topic.

**Chronological or period subdivisions** indicate time periods covered in the contents of a work. They are usually associated with the historical treatment of a topic and are established or used under topics after the subdivision "History". There are certain topics and subdivisions that LC considers historical in nature and do not require that the subdivision "History" be interposed before the chronological period. The subdivision "Social conditions" is an example of this. Social conditions may be further subdivided by "century" subdivisions or by specific chronological subdivisions if established and authorized.

**Form subdivisions** indicate what the item is rather than what it is about. The most frequently used form subdivisions, such as Bibliography or Periodicals, may be used with all types of main headings and other subdivisions. Some form subdivisions may also be used as topical subdivisions for works about those specific forms. Generally, a form



subdivision is the final element in a subject heading string. Occasionally one may find that two form subdivisions are needed to indicate form. For example, **Technology \$v Bibliography \$v Periodicals** is such a combination.

There are two basic orders for combining headings with subdivisions to form subject heading strings—[place]—[topic] and [topic]—[place]

**651 \_0 \$a [place] \$x [topic] \$y [chronological period] \$v [form]** with variations on the combinations

**650 \_0 \$a [topic] \$z [place] \$x [topic] \$y [chronological period] \$v [form] OR  
650 \_0 \$a [topic] \$x [topic] \$z [place] \$y [chronological period] \$v [form]**

#### **H1146 Subdivisions Controlled by Pattern Headings**

This is where you find the pattern headings; however, caution must be used with these headings. Be aware that free-floating subdivisions that are listed on H1095 are not usually established in the subject authority file under pattern headings. However, some general free-floating topical and form subdivisions are established under individual pattern headings if they represent an important topic or type of material relevant to the category, or if they are cited as examples in general see also references or general see references. Free-floating form and topical subdivisions of general application are not repeated on separate lists of free-floating subdivisions controlled by pattern headings.



## **NOTES ON LCSH AUTHORITY RECORD CHANGE PROPOSALS**

### **LCSH-1**

Simple proposal to add classification range to an existing authority record.

### **LCSH-2**

Proposal to add cross references based on information found in an item being cataloged. Note the title of the work cited. The addition of the reference Old Occitan language will make it easier for library users and catalogers to find the authorized subject heading.

### **LCSH-3**

Proposal to change the authorized form of a subject heading as well as adding additional cross references. In this case, a standard common name is established, and thus is preferred as the heading to the scientific name. The work being cataloged and the reference sources are all consistent about which common name is standard.

### **LCSH-4**

Simple addition of variant geographic names based on reference source consulted.

### **LCSH-5**

Based on reference source consulted it was discovered that a broader term should be added to the existing authority record.

### **LCSH-6 & 7**

Shows addition of cross references to one existing heading and the same broader topical term to two.

### **LCSH-8**

Shows additional cross references and the deletion of an inappropriate reference.

### **LCSH-9**

Users or catalogers searching the authority file for "Riverflow" or "River flow" would not be referred to the authorized heading without the addition of the cross references. The cross references are justified by the work being cataloged, cited in the 670.



## NOTES ON LC CLASSIFICATION PROPOSALS

### **LCCP-1**

Simple whole number proposal, with the anchor point above.

### **LCCP-2**

Simple whole number proposal, with the anchor point below.

### **LCCP-3, 4 & 5**

Classification number already exists, but a Cutter is needed for a topic. The Cutter letter is given in the proposal. LC will supply the Cutter number.

### **LCCP-6**

Simple proposal for a classification number that has a decimal number, showing the anchor point for the new number. The .3 is somewhat arbitrary, but is based on what else exists in that area of the schedule and on the amount of room deemed necessary to fit in other future numbers.

### **LCCP-7**

Simple decimal proposal, but with an explanatory caption to help catalogers.

### **LCCP-8**

Complex decimal proposal for the subject Air pollution—Study and teaching, based on existing pattern elsewhere in the TD schedule. The anchor used here is below the proposed number in the schedule. Note that only one of these numbers would be needed for the work being cataloged, but the proposal is made to include other numbers that might be needed for other geographic places, based on “Study and teaching” patterns established throughout the LC schedules.

### **LCCP-9**

Classification numbers fit in among existing numbers, showing anchors above and below. Only the number for “Computer network resources” is needed for the work being cataloged, but, based on patterns elsewhere, a number is also proposed for “Information services”.

### **LCCP-10**

Proposal to change an existing caption and to add a reference to the correct classification number. In this case, the cataloger decided that a new number isn’t needed for “Zoonoses”, but that Z6675.A54 should be used. The proposal adds “Zoonoses” to the caption for .A54 and then provides a reference where Z6675.Z for it would be if it had its own number. The asterisk indicates that an existing line is being changed and the parenthetical instruction explains what is required. The bracketed ellipses indicate that a section of the schedule has been omitted from the text of the proposal because it is unaffected by the proposed change or addition.

**LCCP-11**

The proposal illustrates how to propose a correction to a misspelling or typographical error found in the classification schedule. Only the correct new spelling is needed, along with the parenthetical note explaining what change is being made.

**LCCP-12**

Proposal to invalidate existing numbers and refer the user to some other place in the schedule. The changed lines are asterisked, parentheses are placed around the invalidated number or Cutter, and a see reference is added to the caption. Parenthetical instructions explain what is required. In this case, it has been discovered that two families of fish are no longer considered valid, and that the current correct classification for them is somewhere else in the schedule.



# PCC Cataloging Program Training Package

## Transparencies

- 1 History
- 2 Cooperation
- 3 PCC Goals
- 4 A Quality Record
- 5 Usability
- 6 Dependability
- 7 Timeliness
- 8 Core Standard Characteristics
- 9 Upwardly Compatible
- 10 Core Standard defined
- 11 Both Core and Full
- 12 Paradigm Shift
- 13 Local Data
- 14 Core Record Judgment
- 15 Core Guidelines
- 16 Core Records
- 17 Applying the Core Standard (remove data)
- 18 Applying the Core Standard (encoding)
- 19 Core Standard -- Fixed Field
- 20 Core Standard -- 020
- 21 Core Standard -- 0xx (Call or Class Number)
- 22 Core Standard -- 1xx
- 23 Core Standard -- 240
- 24 Core Standard -- 245-300
- 25 Core Standard -- 4xx/8xx
- 26 Core Standard -- 5xx
- 27 Core Standard -- 6xx
- 28 Core Standard -- 7xx (or 246)
- 29 Revision Issues
- 30 Copy Cataloging Issues





**HISTORY (Where we came from)**

<b>1970s</b>	<b>--</b>	<b>CONSER, NACO</b>
<b>1988</b>	<b>--</b>	<b>NCCP</b>
<b>1992</b>	<b>--</b>	<b>CCC</b>
<b>1995</b>	<b>--</b>	<b>PCC</b>

## COOPERATION

### Pressure points:

- rising costs
- lower budgets
- costs/benefits
- savings/harm

**PCC GOALS**

**To increase the supply of quality records in the world  
cataloging pool**

**To increase the number of catalogers and cataloging  
institutions contributing such records**

## **QUALITY**

**New factors  
New definitions  
New awareness**

**USABILITY: Requires little or no**

**Verification  
Modification  
Postponement or delay**

**DEPENDABILITY: Reliable for**

**Description**

**Controlled access points**

**Classification**

**Subject analysis**

## **TIMELINESS**

**New importance/value  
Cataloging as ‘public service’  
Appropriate for the ‘online age’ and the electronic  
environment**



## **CORE STANDARD CHARACTERISTICS**

**Minimum standard  
Identification / retrieval  
Dependably usable  
Known quantity**

**UPWARDLY COMPATIBLE:**

**Provides floor or base**

**May include additional fields up to full**

**Provides dependable cataloging within full-record catalogs**

**10**

**CORE STANDARD**

**Defined first for books materials  
Other formats followed**

**BOTH CORE AND FULL STANDARDS HAVE THE SAME:**

**Authority control for headings**  
**Adherence to rules/practices**  
**Main entry choice and form**  
**Title page & series transcription**  
**Physical description**

**PARADIGM SHIFT**

**LIMIT: You must/must not**

**VS.**

**FLOOR: You must at least / You may add (up to full)**

## **LOCAL DATA**

**Can distinguish local and non-local data as with full records**

**CORE RECORD JUDGMENT BOUNDED BY:**

**AACR2R, LCRIs, and the SCM, MeSH, etc.**

**Core record standard**

**Institutional policies**

**Identification / retrieval**

**CORE GUIDELINES:**

1. Would the proposed addition be correct in a full record?
- 2a. Would the proposed addition aid retrieval?
- OR
- 2b. Would the proposed addition aid identification?



**CORE RECORDS:**

Source = c  
Encoding  
Level = 4  
042 = pcc  
040 = library symbol

**APPLYING THE CORE STANDARD**

**Q. Do you ever remove data from a record to meet the Core Standard?**

**A. No.**

**APPLYING THE CORE STANDARD**

**Q.** If a Core Standard record contains the same fields as a full record, is it coded core or full?

**CORE STANDARD—FIXED FIELD**

**Code fully  
Same as full record**

## **CORE STANDARD--020, 0XX**

**20**

**Supply at least 1 020 \$a if present on item; if more than**

**present, use judgment**

**1**

**Other 0xx fields**

**CORE STANDARD -- 0XX****Call or Class Number:**

- ◇ Supply a number from one recognized scheme for those core standards where it's required

**CORE STANDARD -- 1XX****Main Entry:**

- ◇ Include if applicable
- ◇ Establish if not already established

**CORE STANDARD -- 240****Uniform Title:**

- ◇ Include if known/inferable
- ◇ Establish if necessary



**CORE STANDARD--245-300**

**Include all applicable fields  
Same as full-level cataloging**

**CORE STANDARD -- 4XX/8XX****Series:**

- ◇ Transcribe series if present
- ◇ Tracing optional if series is new
- ◇ If traced, support with SAR
- ◇ Indicate national-level tracing practice with \$5DPCC in authority record

**CORE STANDARD -- 5XX**

**If applicable, make notes for:**

- ◇ Title source - if not t.p.
- ◇ Contents - if multipart items with separate titles
- ◇ Thesis note (502)
- ◇ Reproduction note (533)

**CORE STANDARD -- 6XX**

**If applicable, include at least 1-2 subject headings:**

- ◇ from recognized list
- ◇ at appropriate level of specificity

**CORE STANDARD -- 7XX (OR 246/247)****If applicable:**

- ◇ Primary added entry relationships
- ◇ Important title access information
- ◇ Up to full level

**REVISION ISSUES:**

**Remember guidelines  
Dependably usable records  
Retrievability and identification**

**COPY CATALOGING ISSUES**

**Include copy cataloging staff in your BIBCO  
implementation**

**Editing issues**

**Uniform titles and untraced series**

**Stress the meaning of the PCC codes**





# **TRANSPARENCIES OF EXAMPLES**

# FULL

- 020 0799212741
- 042 pcc
- 043 *f-sa----*
- 050 4 HT148.S68 \$b S78 1990
- 245 02 A study of the effects of urbanisation on the health of women in Khayelitsha, Cape Town : \$b rationale and methods.
- 260 Cape Town : \$b Urbanisation and Women's Health Project, Department of Community Health, University of Cape Town, \$c [1990]
- 300 iii, 10 p. : \$b ill., maps ; \$c 30 cm.
- 490 1 Working paper / University of Cape Town, Medical School, Dept. of Community Health ; \$v no. 1
- 500 Cover title.
- 500 "Authors: *W.M. Pick, D. Cooper, J.M.L. Klopper, J.E. Myers, M. Hoffman, L. Kuhn*"--P. 1.
- 500 "August 1990."
- 504 *Includes bibliographical references (p. 9-10).*
- 650 0 Urbanization \$z South Africa \$z Cape Town.

650 0 Women, Black \$x Health and hygiene \$z South Africa \$z Cape Town.  
650 0 *Public health \$z South Africa \$z Cape Town.*  
700 1 Pick, W. M.  
710 2 University of Cape Town. \$b Urbanisation & Women's Health.  
830 0 Working paper (University of Cape Town. Urbanisation & Women's  
Health) ; \$v no. 1.

## CORE

- 020 0799212741
- 042 pcc
- 050 4 HT148.S68 \$b S78 1990
- 245 02 A study of the effects of urbanisation on the health of women in Khayelitsha, Cape Town : \$b rationale and methods.
- 260 Cape Town : \$b Urbanisation and Women's Health Project, Department of Community Health, University of Cape Town, \$c [1990]
- 300 iii, 10 p. : \$b ill., maps ; \$c 30 cm.
- 490 1 Working paper / University of Cape Town, Medical School, Dept. of Community Health ; \$v no. 1
- 500 Cover title.
- 650 0 Urbanization \$z South Africa \$z Cape Town.
- 650 0 Women, Black \$x Health and hygiene \$z South Africa \$z Cape Town.
- 700 1 Pick, W. M.
- 710 2 University of Cape Town. \$b Urbanisation & Women's Health.
- 830 0 Working paper (University of Cape Town. Urbanisation & Women's Health) ; \$v no. 1.

## FULL

- 020 2910164101  
041 0 *engfre*  
042 pcc  
043 *e-fr---*  
050 4 NB237.B65 \$b A4 1995  
100 1 Bourgeois, Louise, \$d 1911-  
245 10 Louise Bourgeois : \$b Ecole nationale des beaux-arts de Bourges / \$c [texte, Geneviève Bréerette ; traduction, Simon Pleasance].  
260 Bourges, France : \$b L'Ecole, \$c 1995.  
300 1 v. (unpaged) : \$b ill. (some col.) ; \$c 21 cm.  
546 *English and French.*  
500 Cover title.  
500 *Catalog of an exhibition held at the Galerie La Box from Jan. 30 to March 18, 1995.*  
504 *Includes bibliographical references.*  
600 10 Bourgeois, Louise, \$d 1911- \$v Exhibitions.  
700 1 Bréerette, Geneviève.

**710 2   Ecole nationale des beaux-arts de Bourges.**

**710 2   *Galerie La Box.***

## CORE

- 020 2910164101  
042 pcc  
050 4 NB237.B65 \$b A4 1995  
100 1 Bourgeois, Louise, \$d 1911-  
245 10 Louise Bourgeois : \$b Ecole nationale des beaux-arts de Bourges / \$c [texte, Geneviève Bréerette; traduction, Simon Pleasance].  
260 Bourges, France : \$b L'Ecole, \$c 1995.  
300 1 v. (unpaged) : \$b ill. (some col.) ; \$c 21 cm.  
500 Cover title.  
600 10 Bourgeois, Louise, \$d 1911- \$v Exhibitions.  
700 1 Bréerette, Geneviève.  
710 2 Ecole nationale des beaux-arts de Bourges.

**FULL**

**020           0800772040**  
**042           pcc**  
**082 04 823 \$2 21**  
**100 0   Pelé, \$d 1940-**  
**245 14   The World Cup murder / \$c Pelé with Herbert Resnicow.**  
**260       New York, N.Y. : \$b Wynwood Press, \$c c1988.**  
**300       318 p. ; \$c 22 cm.**  
**700 1   Resnicow, Herbert.**



## CORE

020 0800772040  
042 pcc  
082 04 823 \$2 21  
100 0 Pelé, \$d 1940-  
245 14 The World Cup murder / \$c Pelé with Herbert Resnicow.  
260 New York, N.Y. : \$b Wynwood Press, \$c c1988.  
300 318 p. ; \$c 22 cm.  
700 1 Resnicow, Herbert.

## FULL

020 0809245205  
042 pcc  
043 *n-us---*  
050 4 HD9993.T693 \$b U67 1990  
100 1 Stern, Sydney Ladensohn.  
245 10 Toyland : \$b the high-stakes game of the toy industry / \$c Sydney  
Ladensohn Stern and Ted Schoenhaus.  
260 Chicago : \$b Contemporary Books, \$c c1990.  
300 xi, 339 p. : \$b ill. ; \$c 24 cm.  
504 *Includes bibliographical references (p. 313-317).*  
650 0 Toy industry \$z United States.  
700 1 Schoenhaus, Ted.

## CORE

020 0809245205  
042 pcc  
050 4 HD9993.T693 \$b U67 1990  
100 1 Stern, Sydney Ladensohn.  
245 10 Toyland : \$b the high-stakes game of the toy industry / \$c Sydney  
Ladensohn Stern and Ted Schoenhaus.  
260 Chicago : \$b Contemporary Books, \$c c1990.  
300 xi, 339 p. : \$b ill. ; \$c 24 cm.  
650 0 Toy industry \$z United States.  
700 1 Schoenhaus, Ted.

## FULL

020 0140235868  
042 pcc  
043 e-yu---  
050 4 DR1313 \$b .G57 1994  
100 1 Glenn, Misha.  
245 14 The fall of Yugoslavia : \$b the third Balkan war / \$c Misha Glenny.  
250 Rev. and updated ed.  
260 New York, N.Y. : \$b Penguin Books, \$c 1994.  
300 xiii, 257 p. : \$b 4 maps ; \$c 20 cm.  
500 *Includes index.*  
650 0 Yugoslav War, 1991-1995.

## CORE

020 0140235868  
042 pcc  
050 4 DR1313 \$b .G57 1994  
100 1 Glenny, Misha.  
245 14 The fall of Yugoslavia : \$b the third Balkan war / \$c Misha Glenny.  
250 Rev. and updated ed.  
260 New York, N.Y. : \$b Penguin Books, \$c 1994.  
300 xiii, 257 p. : \$b 4 maps ; \$c 20 cm.  
650 0 Yugoslav War, 1991-1995.

# FULL

- 042 pcc  
 050 4 TP245.C4 \$b F67 1993a  
 100 1 Foster, Kenneth Lee.  
 245 14 The role of micropore size and chemical nature of the pore surface on the  
 adsorption properties of activated carbon fibers / \$c by Kenneth Lee Foster.  
 \$c 1993.  
 300 xiv, 189 leaves, bound : \$b ill. ; \$c 29 cm.  
 502 Thesis (Ph. D.)--University of Illinois at Urbana-Champaign, 1993.  
 504 *Includes bibliographical references (leaves 184-188).*  
 533 Photocopy. \$b Ann Arbor, Mich. \$c UMI, \$d 1994. \$e xiv, 189 p. ; 22 cm.  
 500 "9411625."  
 650 0 Carbon, Activated.  
 650 0 Porosity.  
 650 0 *Gases \$x Absorption and adsorption \$x Measurement.*  
 650 0 *Volatile organic compounds.*  
 650 0 *Gas flow.*  
 650 0 *Decontamination (from gases, chemicals, etc.)*

## CORE

042 pcc  
050 4 TP245.C4 \$b F67 1993a  
100 1 Foster, Kenneth Lee.  
245 14 The role of micropore size and chemical nature of the pore surface on the  
adsorption properties of activated carbon fibers / \$c by Kenneth Lee Foster.  
260 \$c 1993.  
300 xiv, 189 leaves, bound : \$b ill. ; \$c 29 cm.  
502 Thesis (Ph. D.)--University of Illinois at Urbana-Champaign, 1993.  
533 Photocopy. \$b Ann Arbor, Mich. \$c UMI, \$d 1994. \$e xiv, 189 p. ; 22 cm.  
650 0 Carbon, Activated.  
650 0 Porosity.

# FULL

- 020 0646196073
- 042 pcc
- 043 *u-at-we*
- 050 4 QE571 \$b .S43 1994
- 245 04 The sedimentary basins of Western Australia / \$c edited by P.G. and R.R. Purcell.
- 246 14 *Proceedings, West Australian Basins Symposium, Perth, Western Australia, 1994*
- 260 Perth, W.A. : \$b Petroleum Exploration Society of Australia, \$c 1994.
- 300 x, 864 p., [7] folded p. of plates : \$b ill. (some col.), maps (some col.) ; \$c 29 cm.
- 500 "*Based on the proceedings of the West Australian Basins Symposium sponsored by the Western Australian Branch of the Petroleum Exploration Society of Australia Limited and held in Perth, Western Australia, August 14-17, 1994*"--Added t.p. verso.
- 500 *Pre-published proceedings, July 1994. Cf. pref.*
- 504 *Includes bibliographical references.*



505 0 *Introduction -- Basin framework and evolution -- Petroleum systems and resources -- North West Shelf -- Bonaparte Basin -- Browse Basin -- Carnarvon Basin -- Barrow and Exmouth Sub-Basins -- Dampier and Beagle Sub-Basins -- North West Shelf fields and discoveries -- Canning Basin -- Perth Basin -- Proterozoic basins.*

650 0 *Sedimentary basins \$z Australia \$z Western Australia \$v Congresses.*

650 0 *Petroleum \$x Geology \$z Australia \$z Western Australia \$v Congresses.*

650 0 *Geology, Stratigraphic \$v Congresses.*

650 0 *Oil fields \$z Australia \$z Western Australia \$v Congresses.*

711 2 *West Australian Basins Symposium \$d (1994 : \$c Perth, W.A.)*

700 1 *Purcell, Peter G.*

700 1 *Purcell, R. R. \$q (Robyn R.)*

710 2 *Petroleum Exploration Society of Australia. \$b Western Australian Branch.*

# CORE

- 020 0646196073
- 042 pcc
- 050 4 QE571 \$b .S43 1994
- 245 04 The sedimentary basins of Western Australia / \$c edited by P.G. and R.R. Purcell.
- 260 Perth, W.A. : \$b Petroleum Exploration Society of Australia, \$c 1994.
- 300 x, 864 p., [7] folded p. of plates : \$b ill. (some col.), maps (some col.) ; \$c 29 cm.
- 650 0 Sedimentary basins \$z Australia \$z Western Australia \$v Congresses.
- 650 0 Petroleum \$x Geology \$z Australia \$z Western Australia \$v Congresses.
- 650 0 Geology, Stratigraphic \$v Congresses.
- 711 2 West Australian Basins Symposium \$d (1994 : \$c Perth, W.A.)
- 700 1 Purcell, Peter G.
- 700 1 Purcell, R. R. \$q (Robyn R.)

# FULL

- 041 0 eng \$b freitaspa  
 042 pcc  
 043 e-it--- \$a e-sp---  
 050 4 QE773 \$b .036 1994  
 100 1 O'Dogherty, Luis.  
 245 10 Biochronology and paleontology of mid-Cretaceous radiolarians from Northern Apennines (Italy) and Betic Cordillera (Spain) / \$c Luis O'Dogherty.  
 260 Lausanne, Switzerland : \$b Université de Lausanne, Institut de géologie et paléontologie, \$c 1994.  
 300 xv, 413 p., 73 leaves of plates : \$b ill., maps ; \$c 30 cm.  
 490 1 Mémoires de géologie, Lausanne, \$x 1015-3578 ; \$v no 21, 1994  
 546 Summaries also in French, Italian, and Spanish.  
 502 Thesis (doctoral)--Université de Lausanne, 1994.  
 504 Includes bibliographical references (p. 383-401).  
 650 0 Radiolaria, Fossil \$z Italy \$z Apennines.  
 650 0 Radiolaria, Fossil \$z Spain \$z Andalusia.

650 0 *Radiolaria, Fossil \$x Evolution.*  
 650 0 *Radiolaria, Fossil \$v Classification.*  
 650 0 *Chronobiology.*  
 650 0 *Paleontology, Stratigraphic.*  
 650 0 *Paleontology \$y Cretaceous.*  
 650 0 *Paleontology \$z Italy \$z Apennines.*  
 650 0 *Paleontology \$z Spain \$z Andalusia.*  
 830 0 *Mémoires de géologie, Lausanne ; \$v no 21.*

## CORE

- 042                    pcc  
050 4                QE773 \$b .036 1994  
100 1                O'Dogherty, Luis.  
245 10                Biochronology and paleontology of mid-Cretaceous radiolarians from  
                         Northern Apennines (Italy) and Betic Cordillera (Spain) / \$c Luis  
                         O'Dogherty.  
260                    Lausanne, Switzerland : \$b Université de Lausanne, Institut de géologie et  
                         paléontologie, \$c 1994.  
300                    xv, 413 p., 73 leaves of plates : \$b ill., maps ; \$c 30 cm.  
490 1                Mémoires de géologie, Lausanne, \$x 1015-3578 ; \$v no 21, 1994  
502                    Thesis (doctoral)--Université de Lausanne, 1994.  
650 0                Radiolaria, Fossil \$z Italy \$z Apennines.  
650 0                Radiolaria, Fossil \$z Spain \$z Andalusia.  
650 0                Paleontology \$y Cretaceous.  
830 0                Mémoires de géologie, Lausanne ; \$v no 21.

## FULL

- 020 0312155344  
042 pcc  
043 *e-uk-en*  
050 4 ML421.B4 \$b S87 1997  
100 1 Sulpy, Doug.  
240 10 *Drugs, divorce, and a slipping image*  
245 10 Get back : \$b the unauthorized chronicle of the Beatles' "Let it be" disaster  
/ \$c Doug Sulpy, Ray Schweighardt.  
250 1st St. Martin's Press ed.  
260 New York : \$b St. Martin's Press, \$c 1997.  
300 332 p. ; \$c 25 cm.  
500 *Includes index.*  
610 20 Beatles. \$t Let it be.  
650 0 Rock musicians \$z England \$v Biography.  
700 10 Schweighardt, Ray.

## CORE

020 0312155344  
042 pcc  
050 4 ML421.B4 \$b S87 1997  
100 1 Sulpy, Doug.  
245 10 Get back : \$b the unauthorized chronicle of the Beatles' "Let it be" disaster  
/ \$c Doug Sulpy, Ray Schweighardt.  
250 1st St. Martin's Press ed.  
260 New York : \$b St. Martin's Press, \$c 1997.  
300 332 p. ; \$c 25 cm.  
610 20 Beatles. \$t Let it be.  
650 0 Rock musicians \$z England \$v Biography.  
700 10 Schweighardt, Ray.

# FULL

024 2 M014104030  
 028 22 30756 \$b C.F. Peters  
 028 30 8945 \$b Edition Peters  
 042 pcc  
 048 *ka01*  
 050 4 M25 \$b .B83 op. 118 1997  
 100 1 Brahms, Johannes, \$d 1833-1897.  
 240 10 Stücke, \$m piano, \$n op. 118  
 245 10 Sechs Klavierstücke = \$b Six piano pieces : op. 118 / \$c Johannes  
           Brahms ; herausgegeben von Carl Seemann, Kurt Stephenson.  
 246 31 Six piano pieces : \$b op. 118  
 246 30 *Klavierstücke : \$b op. 118*  
 246 30 *Piano pieces : \$b op. 118*  
 246 34 6 *Klavierstücke : \$b op. 118*  
 250 Urtext.  
 260 Frankfurt/M. [Germany] ; \$a New York : \$b C.F. Peters, \$c 1997.



300 1 score (23 p.) ; \$c 31 cm.  
490 0 Edition Peters ; \$v Nr. 8945  
500 *Includes thematic index.*  
650 0 Piano music.  
700 1 Seemann, Carl. \$4 edt  
700 1 Stephenson, Kurt. \$4 edt

## CORE

- 024 2 M01404030  
028 22 30756 \$b C.F. Peters  
028 30 8945 \$b Edition Peters  
042 pcc  
050 4 M25 \$b .B83 op. 118 1997  
100 1 Brahms, Johannes, \$d 1833-1897.  
240 10 Stücke, \$m piano, \$n op. 118  
245 10 Sechs Klavierstücke = \$b Six piano pieces : op. 118 / \$c Johannes  
Brahms ; herausgegeben von Carl Seemann, Kurt Stephenson.  
246 31 Six piano pieces : \$b op. 118  
250 Urtext.  
260 Frankfurt/M. [Germany] ; \$a New York : \$b C.F. Peters, \$c 1997.  
300 1 score (23 p.) ; \$c 31 cm.  
490 0 Edition Peters ; \$v Nr. 8945  
650 0 Piano music.  
700 1 Seemann, Carl. \$4 edt  
700 1 Stephenson, Kurt. \$4 edt

# FULL

- 028 30 MM112 \$b Margun Music, Inc.  
042 pcc  
045 1 \$b d1917 \$b d1947  
048 wa01 \$a wb01 \$a wc01 \$a ba01 \$a wd01  
050 4 M559.R32 \$b T6 1995  
100 1 Ravel, Maurice, \$d 1875-1937.  
240 10 Tombeau de Couperin; \$o arr.  
245 13 Le tombeau de Couperin / \$c Maurice Ravel ; arr. by Gunther Schuller.  
260 Newton, MA (167 Dudley Road, Newton Centre, MA 02159) : \$b Margun Music, \$c 1995.  
300 1 miniature score (41 p. ) ; \$c 22 cm.  
306 002400  
500 Arr. for flute (or piccolo), oboe, clarinet in A, horn in F, and bassoon; originally for piano.  
500 “*The present arrangement of Ravel’s ‘Tombeau de Couperin,’ although only published in 1995, dates from 1947.*”

**500**      *Duration: 24 min.*  
**505 0**    Prelude — Fugue — Forlane — Rigaudon — Menuet — Toccata.  
**500**      Publisher's no.: MM112.  
**650 0**    Suites (Bassoon, clarinet, flute, horn, oboe), Arranged \$v Scores.  
**600 10**   *Couperin, François, \$d 1668-1733 \$v Songs and music.*  
**700 1**    Schuller, Gunther.

## CORE

- 028 30 MM112 \$b Margun Music, Inc.  
042     pcc  
050 4 M559.R32 \$b T6 1995  
100 1 Ravel, Maurice, \$d 1875-1937.  
240 10 Tombeau de Couperin; \$o arr.  
245 13 Le tombeau de Couperin / \$c Maurice Ravel ; arr. by Gunther  
      Schuller.  
260     Newton, MA (167 Dudley Road, Newton Centre, MA 02159) : \$b  
      Margun Music, \$c 1995.  
300     1 miniature score (41 p.) ; \$c 22 cm.  
500     Arr. for flute (or piccolo), oboe, clarinet in A, horn in F, and  
      bassoon; originally for piano.  
500     Publisher's no.: MM112.  
650 0 Suites (Bassoon, clarinet, flute, horn, oboe), Arranged \$v Scores.  
700 1 Schuller, Gunther.

# FULL

007 s \$b d \$d f \$e u \$f n \$g g \$h n \$i n \$j m \$k m \$l n \$m e \$n d  
 028 02 RIC 098112 \$b Ricercar  
 033 00 199201—  
 041 1 \$g engfreger \$h fre  
 042 pcc  
 045 2 \$b d1624 \$b d1698  
 047 cz \$a pv \$a sn \$a su  
 048 se05 \$a ke  
 048 se08 \$a ke  
 048 se03 \$a ke  
 048 se02 \$a ke  
 048 se01 \$a ke  
 048 se04  
 245 00 Deutsche Barock Kammermusik. \$n V \$h [sound recording].  
 260 [Belgium?] : \$b Ricercar ; \$a [New York] : \$b [distributed by]  
 Qualiton Imports, \$c [1992?]  
 300 1 sound disc : \$b digital ; \$c 4 ¾ in.

- 500 Music for 1-8 viole da gamba and continuo.
- 511 0 Ricercar Consort ; Philippe Pierlot, conductor.
- 518 Recorded at the Filosofisch Theologisch College van de Societeit  
van Jezus V.Z.W. Heverlee, Jan. 1992.
- 500 *Compact disc.*
- 500 *Distributor from label on container.*
- 500 *Program notes in French with English and German translations (23  
p.) inserted in container.*
- 505 0 *Canzon à 5 voc. Super O Nachbar Roland / Samuel Scheidt (6:24) –  
Canzon mitt 8 Viol di gampen / Johan Hentzschel (4:32) – Padouana  
V (4:35) ; Gagliarda V (2:16) / Isaac Posch – Sonata à tre viol da  
gamba (d-moll) / Johann Michael Nicolai (13:12) – Sonata II à 2 (e-  
moll) / August Kühnel (11:07) – Sonata (a-moll) / Johan Schenck  
(6:29) – Suite (D-Dur) / David Funck (8:58)*
- 650 0 Viola da gamba and continuo music.
- 650 0 Trio sonatas (Viole da gamba (2) and continuo)
- 650 0 *Sonatas (Viola da gamba and continuo)*
- 650 0 *Suites (Viole da gamba (4))*
- 650 0 Viol ensembles.

- 650 0 *Chamber music* \$z Germany \$y 17th century.
- 700 1 Pierlot, Philippe. \$4 cnd
- 700 12 Scheidt, Samuel, \$d 1587-1654. \$t *Paduana*, galliarda, couranta, alemande, intrada, canzonetto. \$p *Canzon super O Nachbar Roland.*
- 700 12 Hentzschel, Johann. \$t *Canzona*, \$m *viola da gamba* (8), continuo.
- 700 12 Posch, Isaac, \$d d. 1622 or 3. \$t *Musicalische Tafelfreudt.* \$p *Paduana*, \$n no. 5.
- 700 12 Posch, Isaac, \$d d. 1622 or 3. \$t *Musicalische Tafelfreudt.* \$p *Gagliarda*, \$n no. 5.
- 700 12 Nicolai, Johann Michael, \$d 1629-1685. \$t *Sonatas*, \$m *viola da gamba* (3), continuo, \$r *D minor.*
- 700 12 Kühnel, August, \$d 1645-ca. 1700. \$t *Sonate o partite.* \$p *Sonata*, \$n no. 2.
- 700 12 Schenck, Johann, \$d 1656?-ca. 1712. \$t *Scherzi musicali.* \$p *Sonata*, \$r *A minor.*
- 700 12 Funck, David, \$d 1629-1690. \$t *Stricturae viola-di gambicae.* \$k *Selections.*
- 710 2 Ricercar consort. \$4 prf
- 740 01 *O Nachbar Roland.*



# CORE

007 s \$b d \$d f \$e u \$f n \$g g \$h n \$i n \$j m \$k m \$l n \$m e \$n d  
028 02 RIC 098112 \$b Ricercar  
041 1 \$g engfreger \$h fre  
042 pcc  
245 00 Deutsche Barock Kammermusik. \$n V \$h [sound recording].  
260 [Belgium?] : \$b Ricercar ; \$a [New York] : \$b [distributed by]  
Qualiton Imports, \$c [1992?]  
300 1 sound disc : \$b digital ; \$c 4 ¾ in.  
500 Music for 1-8 viole da gamba and continuo.  
511 0 Ricercar Consort ; Philippe Pierlot, conductor.  
505 0 Canzon a 5 voc. Super O Nachbar Roland / Samuel Scheidt (6:24) –  
Canzon mitt 8 Viol di gampen / Johan Hentzschel (4:32) –  
Padouana V (4:35) ; Gagliarda V (2:16) / Isaac Posch – Sonata a  
tre viol da gamba (d-moll) / Johann Michael Nicolai (13:12) –  
Sonata II à 2 (e-moll) / August Kühnel (11:07) – Sonata (a-moll) /  
Johan Schenck (6:29) – Suite  
(D-Dur) / David Funck (8:58)

650 0 Viola da gamba and continuo music.  
 650 0 Trio sonatas (Viole da gamba (2) and continuo)  
 650 0 Viol ensembles.  
 700 1 Pierlot, Philippe. \$4 cnd  
 700 1 Scheidt, Samuel, \$d 1587-1654.  
 700 1 Hentzschel, Johann.  
 700 1 Posch, Isaac, \$d d. 1622 or 3.  
 700 1 Posch, Isaac, \$d d. 1622 or 3.  
 700 1 Nicolai, Johann Michael, \$d 1629-1685.  
 700 1 Kühnel, August, \$d 1645-ca. 1700.  
 700 1 Schenck, Johann, \$d 1656?-ca. 1712.  
 700 1 Funck, David, \$d 1629-1690.  
 710 2 Ricercar consort. \$4 prf

# FULL

007 v \$b f \$d m \$e b \$f a \$g h \$h o \$i u  
028 40 FFH 2698 \$b Films for the Humanities  
042 pcc  
043 e-uk-en  
050 4 DA677 \$b.L63 1991 no.6  
050 4 DA683 \$b.L63 1991  
082 04 942  
245 00 Late Victorian London \$h [videorecording] : \$b the hub of the  
world, 1850-1897 / \$c produced by John Michael Phillips ; Thames  
colour production.  
246 30 *Hub of the world, 1850-1897*  
246 1 \$i Title on container: \$a London, 1850-1897  
260 Princeton, NJ : \$b Films for the Humanities, \$c c1991.  
300 1 videocassette (20 min.) : \$b sd., col. with b&w sequences ; \$c 1/2 in.  
440 0 London, the making of a city  
538 VHS.

511 0 *Host: Benny Green.*  
 508 *Camera, Frank Hodge; editor, Oscar Webb.*  
 500 *Originally broadcast in 1976.*  
 520 Describes London from 1850-1897, as railways began to carve up  
 London, the great expropriations of land began, suburbia was  
 born, and sewers were constructed. By 1900, the outlines of  
 modern London had been fixed, the population reached 6.5 million,  
 and living conditions for the poor continued to worsen while the  
 more fortunate enjoyed the  
 good life.  
 651 0 London (England) \$x History \$y 19th century.  
 651 0 London (England) \$x Description and travel.  
 651 0 *Great Britain \$x History \$y 19th century.*  
 700 1 Phillips, John Michael.  
 700 1 *Green, Benny, \$d 1927-*  
 710 2 Films for the Humanities (Firm)  
 710 2 *Thames International (Firm)*

## CORE

007 v \$b f \$d m \$e b \$f a \$g h \$h o \$i u  
028 40 FFH 2698 \$b Films for the Humanities  
042 pcc  
245 00 Late Victorian London \$h [videorecording] : \$b the hub of the  
world, 1850-1897 / \$c produced by John Michael Phillips.  
246 1 \$i Title on container: \$a London, 1850-1897  
260 Princeton, NJ : \$b Films for the Humanities, \$c c1991.  
300 1 videocassette (20 min.) : \$b sd., col. with b&w sequences ; \$c ½ in.  
440 0 London, the making of a city  
538 VHS.  
520 Describes London from 1850-1897, as railways began to carve up  
London, the great expropriations of land began, suburbia was  
born, and sewers were constructed. By 1900, the outlines of  
modern London had been fixed, the population reached 6.5 million,  
and living conditions for the poor continued to worsen while the  
more fortunate enjoyed the

good life.  
651 0 London (England) \$x History \$y 19th century.  
651 0 London (England) \$x Description and travel.  
700 1 Phillips, John Michael.  
710 2 Films for the Humanities (Firm)

# FULL

007 v \$b f \$d m \$e b \$f a \$g h \$h o \$i u  
020 1565018788  
024 1 3396114123  
028 42 AAE-14123 \$b A&E Home Video  
042 pcc  
043 e-ur---  
050 4 NK7398.F32 \$b F324 1996  
245 04 The fabulous world of Fabergé \$h [videorecording] / \$c  
Weller/Grossman Productions for A&E Network ; producer and  
writer, Sue Nadell.  
260 [New York, N.Y.] : \$b A&E Home Video : \$b *New Video Group*  
*[distributor]*, \$c 1996.  
300 1 videocassette (50 min.) : \$b sd., col. with b&w sequences ; \$c 1/2 in.  
538 VHS.  
508 *Narrator, Robb Weller ; editor, Andrew Corwin.*

520 Traces the life of Peter Carl Fabergé, a jeweler and goldsmith  
 whose creations transcended mere decoration. He became famous  
 in Russia when he crafted a jeweled Easter egg for Czar Alexander  
 III. This is the story of an artist whose priceless masterpieces  
 continue to captivate people worldwide.  
 500 *One episode of the television program Biography.*  
 600 10 Fabergé, Peter Carl, \$d 1846-1920.  
 610 20 *Fabergé (Firm)*  
 650 0 Jewelry \$z Russia \$x History \$y 20th century.  
 650 0 *Jewelers \$v Biography.*  
 650 0 Art objects, Russian.  
 650 0 *Easter eggs \$z Russia \$x History.*  
 650 0 *Decorative arts \$z Russia \$x History.*  
 650 0 *Documentary television programs.*  
 700 1 Nadell, Sue.  
 700 1 *Corwin, Andrew.*  
 700 1 *Weller, Robb.*  
 710 2 Weller/Grossman Productions.



710 2 Arts and Entertainment Network.  
710 2 A & E Home Video (Firm)  
710 2 New Video Group.  
730 0 Biography (*Television program*)

## CORE

- 007 v \$b f \$d m \$e b \$f a \$g h \$h o \$i u  
020 156018788  
028 42 AAE-14123 \$b A&E Home Video  
042 pcc  
245 04 The fabulous world of Fabergé \$h [videorecording] / \$c  
Weller/Grossman Productions for A&E Network ; producer &  
writer, Sue Nadell.  
260 [New York, N.Y.] : \$b A&E Home Video, \$c 1996.  
300 1 videocassette (50 min.) : \$b sd., col. with b&w sequences ; \$c 1½ in.  
538 VHS.  
520 Traces the life of Peter Carl Fabergé, a jeweler and goldsmith  
whose creations transcended mere decoration. He became famous  
in Russia when he crafted a jeweled Easter egg for Czar Alexander  
III. This is the story of an artist whose priceless masterpieces  
continue to captivate people worldwide.  
600 10 Fabergé, Peter Carl, \$d 1846-1920.

650 0 Jewelry \$z Russia \$x History \$y 20th century.  
650 0 Art objects, Russian.  
700 1 Nadell, Sue.  
710 2 Weller/Grossman Productions.  
710 2 Arts and Entertainment Network.  
710 2 A & E Home Video (Firm)

# FULL

- 020 0226242005  
 020 0226242013 (pbk.)  
 042 pcc  
 050 4 HQ1190 \$b .B48 1993  
 245 00 Beyond economic man : \$b feminist theory and economics / \$c edited by  
 Marianne A. Ferber and Julie A. Nelson.  
 260 Chicago : \$b University of Chicago Press, \$c 1993.  
 300 178 p. ; \$c 24 cm.  
 504 Includes bibliographical references and index.  
 505 0 Introduction : the social construction of economics and the social construction  
 of gender / Marianne A. Ferber and Julie A. Nelson -- The study of choice or  
 the study of provisioning? Gender and the definition of neoclassical  
 assumptions / Paula England -- Not a free market : the rhetoric of disciplinary  
 authority in economics / Diana Strassmann -- Some consequences of a  
 conjective economics / Donald N. McCloskey -- Socialism, feminist and  
 scientific / Nancy Folbre -- Public or private? Institutional economics and  
 feminism / Ann L. Jennings -- Discussion and challenges. What should

*mainstream economists learn from feminist theory? / Rebecca M. Blank --  
Race, deconstruction, and the emergent agenda of feminist economic theory /  
Rhonda M. Williams -- Feminist theory, women's experience, and economics /  
Robert M. Solow -- Economics for whom? / Helen E. Longino.*

650 0 Feminist economics.

700 1 Ferber, Marianne A., \$d 1923-

700 1 Nelson, Julie A., \$d 1956-

## CORE

020 0226242005  
042 pcc  
050 4 HQ1190 \$b .B48 1993  
245 00 Beyond economic man : \$b feminist theory and economics / \$c edited by  
Marianne A. Ferber and Julie A. Nelson.  
260 Chicago : \$b University of Chicago Press, \$c 1993.  
300 178 p. ; \$c 24 cm.  
650 0 Feminist economics.  
700 1 Ferber, Marianne A., \$d 1923-  
700 1 Nelson, Julie A., \$d 1956-

## FULL

- 020 0231082800  
041 1 *eng \$h jap*  
042 pcc  
050 4 PL845.B4 \$b A25 1993  
100 1 Abe, K<sup>-</sup> ob<sup>-</sup> o, \$d 1924-  
240 10 Plays. \$l English. \$k Selections  
245 10 Three plays / \$c by K<sup>-</sup> ob<sup>-</sup> o Abe ; translated and with an introduction by Donald Keene.  
260 New York : \$b Columbia University Press, \$c 1993.  
300 xv, 233 p. ; \$c 24 cm.  
440 0 Modern Asian literature series  
505 0 *Involuntary homicide -- The green stockings -- The ghost is here.*  
600 10 Abe, K<sup>-</sup> ob<sup>-</sup> o, \$d 1924- \$v Translations into English.  
700 1 Keene, Donald.

## CORE

- 020 0231082800  
042 pcc  
050 4 PL845.B4 \$b A25 1993  
100 1 Abe, K̄ ob̄ o, \$d 1924-  
240 10 Plays. \$l English. \$k Selections  
245 10 Three plays / \$c by K̄ ob̄ o Abe ; translated and with an introduction by  
Donald Keene.  
260 New York : \$b Columbia University Press, \$c 1993.  
300 xv, 233 p. ; \$c 24 cm.  
440 0 Modern Asian literature series  
600 10 Abe, K̄ ob̄ o, \$d 1924- \$v Translations into English.



## FULL

020 0486246124 (pbk.)  
042 pcc  
050 4 TT840 \$b .N558 1984  
100 1 Nicholls, Elgiva.  
245 10 Tatting : \$b technique & history / \$c Elgiva Nicholls.  
260 New York : \$b Dover Publications, \$c 1984.  
300 128 p., 18 p. of plates : \$b ill. ; \$c 24 cm.  
500 *Reprint. Originally published: London : Vista Books, 1962.*  
504 *Includes bibliographical references (p. 126) and index.*  
650 0 Tatting.

## CORE

020 0486246124 (pbk.)  
042 pcc  
050 4 TT840 \$b .N558 1984  
100 1 Nicholls, Elgiva.  
245 10 Tatting : \$b technique & history / \$c Elgiva Nicholls.  
260 New York : \$b Dover Publications, \$c 1984.  
300 128 p., 18 p. of plates : \$b ill. ; \$c 24 cm.  
650 0 Tatting.

*mourning, and representation / Elisabeth Bronfen -- Painting the dead : portraiture and necrophilia in Victorian art and poetry / Carol Christ -- Romanticism and the ghost of prostitution : Freud, Maria, and "Alice Fell" / Sarah Webster Goodwin -- Writing as voodoo : sorcery, hysteria, and art / Regina Barreca -- Women in the forbidden zone : war, women, and death / Margaret R. Higonnet -- Euripides' Alcestis : how to die a normal death in Greek tragedy / Charles Segal -- Beheadings / Regina Janes -- "Who kills whores?" "I do," says Jack : race and gender in Victorian London / Sander L. Gilman -- Representing Sati : continuities and discontinuities / Rajeswari Sunder Rajan -- Afterword : Walter Benjamin and the crisis of representation : multiplicity, meaning, and athematic death / Ronald Schleifer.*

- 650 0 Death in literature \$v Congresses.
- 650 0 Mimesis in literature \$v Congresses.
- 650 0 Women in literature \$v Congresses.
- 650 0 Literature \$x History and criticism \$v Congresses.
- 700 1 Goodwin, Sarah McKim Webster, \$d 1953-
- 700 1 Bronfen, Elisabeth.
- 830 0 Parallax (Baltimore, Md.)

# FULL

- 020 0801846242
- 020 0801846277 (pbk.)
- 042 pcc
- 082 04 809/.93354 \$2 21
- 245 00 Death and representation / \$c edited by Sarah Webster Goodwin and Elisabeth Bronfen.
- 260 Baltimore : \$b Johns Hopkins University Press, \$c 1993.
- 300 vii, 336 p. : \$b ill. ; \$c 24 cm.
- 490 1 Parallax
- 500 *Chiefly a collection of essays originally presented at a colloquium held Nov. 1988 at the Harvard Center for Literary and Cultural Studies.*
- 504 *Includes bibliographical references.*
- 505 0 *Touching death / Ernst van Alphen -- A valediction for bidding mourning : death and the narratee in Brontë's Vilette / Garrett Stewart -- Lacan, the death drive, and the dream of the burning child / Ellie Ragland Sullivan -- Risky resemblances : on repetition,*

## CORE

020 0801846242  
042 pcc  
082 04 809/.93354 \$2 21  
245 00 Death and representation / \$c edited by Sarah Webster Goodwin and  
Elisabeth Bronfen.  
260 Baltimore : \$b Johns Hopkins University Press, \$c c1993.  
300 vii, 336 p. : \$b ill. ; \$c 24 cm.  
490 1 Parallax  
650 0 Death in literature \$v Congresses.  
650 0 Mimesis in literature \$v Congresses.  
650 0 Women in literature \$v Congresses.  
700 1 Goodwin, Sarah McKim Webster, \$d 1953-  
700 1 Bronfen, Elisabeth.  
830 0 Parallax (Baltimore, Md.)

# FULL

- 020 0271013133 (cloth)  
020 0271013141 (pbk.)  
041 1 eng \$h fre  
042 pcc  
043 mm----- \$a e----- \$a n-us---  
050 4 BL238 \$b .K4613 1994  
100 1 Kepel, Gilles.  
240 10 Revanche de Dieu. \$l English  
245 14 The revenge of God : \$b the resurgence of Islam, Christianity, and Judaism  
in the modern world / \$c Gilles Kepel ; translated by Alan Braley.  
260 University Park, Pa. : \$b Pennsylvania State University Press, \$c 1994.  
300 215 p. ; \$c 24 cm.  
504 Includes bibliographical references and index.  
650 0 Religious fundamentalism \$x History.  
650 0 Islam \$z Mediterranean Region \$x History \$y 20th century.  
610 20 Catholic Church \$z Europe \$x History \$y 1965-  
650 0 Protestant churches \$z United States \$x History \$y 20th century.

650 0 *Judaism \$y 20th century.*  
651 0 *Europe \$x Church history \$y 20th century.*  
651 0 *Mediterranean Region \$x Religion.*  
700 1 *Braley, Alan.*

## CORE

020 0271013133  
042 pcc  
050 4 BL238 \$b .K4613 1994  
100 1 Kepel, Gilles.  
240 10 Revanche de Dieu. \$l English  
245 14 The revenge of God : \$b the resurgence of Islam, Christianity, and Judaism  
in the modern world / \$c Gilles Kepel ; translated by Alan Braley.  
260 University Park, Pa. : \$b Pennsylvania State University Press, \$c 1994.  
300 215 p. ; \$c 24 cm.  
650 0 Religious fundamentalism \$x History.



# FULL

020 08204166181  
 042 pcc  
 043 *e-uk---* \$a *b-----* \$a *d-----*  
 050 4 PR9084 \$b .H27 1992  
 100 1 Harris, Michael T. \$q (Michael Thomas), \$d 1951-  
 245 10 Outsiders and insiders : \$b perspectives of Third World culture in British  
 and post-colonial fiction / \$c Michael Harris.  
 246 14 *Outsiders & insiders*  
 260 New York : \$b P. Lang, \$c c1992.  
 300 viii, 203 p. ; \$c 24 cm.  
 440 0 Studies of world literature in English, \$x 1043-8586 ; \$v vol. 1  
 504 *Includes bibliographical references (p. [193]-200) and index.*  
 505 0 *The example of India : Rudyard Kipling and Salman Rushdie -- Adventure  
 and conquest : Rider Haggard and Peter Abrahams -- The cultural clash :  
 Joyce Cary and Chinua Achebe -- The struggle for independence : Elspeth  
 Huxley and Ngugi wa Thiong'o -- The demise of empire : Alec Waugh and  
 George Lamming.*

650 0 Commonwealth fiction (English) \$x History and criticism.  
650 0 Literature, Comparative \$x Commonwealth (English) and English.  
650 0 Literature, Comparative \$x English and Commonwealth (English)  
651 0 Developing countries \$x Literatures \$x History and criticism.  
650 0 English fiction \$x History and criticism.  
651 0 Developing countries \$x In literature.  
650 0 Culture conflict in literature.  
650 0 Decolonization in literature.  
650 0 Imperialism in literature.  
650 0 Colonies in literature.

## CORE

- 020 08204166181  
042 pcc  
050 4 PR9084 \$b .H27 1992  
100 1 Harris, Michael T. \$q (Michael Thomas), \$d 1951-  
245 10 Outsiders and insiders : \$b perspectives of Third World culture in British  
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260 New York : \$b P. Lang, \$c c1992.  
300 viii, 203 p. ; \$c 24 cm.  
440 0 Studies of world literature in English, \$x 1043-8586 ; \$v vol. 1  
650 0 Commonwealth fiction (English) \$x History and criticism.  
650 0 Culture conflict in literature.  
650 0 Decolonization in literature.  
650 0 Imperialism in literature.

# FULL

010 93-61419  
 020 0801848628  
 020 0801848636 (*pbk.*)  
 042 pcc  
 050 4 HC79.E5 \$b T87 1993  
 100 1 Turner, R. Kerry.  
 245 10 Environmental economics : \$b an elementary introduction / \$c R. Kerry  
 Turner, David Pearce and Ian Bateman.  
 260 Baltimore : \$b Johns Hopkins University Press, \$c 1993.  
 300 vii, 328 p. : \$b ill. ; \$c 23 cm.  
 504 *Includes bibliographical references and index.*  
 650 0 Environmental economics.  
 650 0 *Environmental policy.*  
 650 0 *Economic development \$x Environmental aspects.*  
 700 1 Pearce, David W. \$q (David William)  
 700 1 Bateman, Ian.

## CORE

010 93-61419  
020 0801848628  
042 pcc  
050 4 HC79.E5 \$b T87 1993  
100 1 Turner, R. Kerry.  
245 10 Environmental economics : \$b an elementary introduction / \$c R. Kerry  
Turner, David Pearce and Ian Bateman.  
260 Baltimore : \$b Johns Hopkins University Press, \$c 1993.  
300 vii, 328 p. : \$b ill. ; \$c 23 cm.  
650 0 Environmental economics.  
700 1 Pearce, David W. \$q (David William)  
700 1 Bateman, Ian.

# FULL

- 020 0803210299  
041 1 *eng \$h fre*  
042 pcc  
043 *e-fr---*  
050 4 D802.F8 \$b A7913 1993  
100 1 Aubrac, Lucie, \$d 1912-  
240 10 Ils partiront dans l'ivresse. \$l English  
245 10 Outwitting the Gestapo / \$c Lucie Aubrac ; translated by Konrad Bieber  
with the assistance of Betsy Wing ; with an introduction by Margaret  
Collins Weitz.  
260 Lincoln : \$b University of Nebraska Press, \$c c1993.  
300 xxii, 235 p., [6] p. of plates : \$b ill. ; \$c 23 cm.  
600 10 Aubrac, Lucie, \$d 1912- \$v Diaries.  
650 0 World War, 1939-1945 \$x Underground movements \$z France.  
650 0 *World War, 1939-1945 \$v Personal narratives, French.*  
651 0 France \$x History \$y German occupation, 1940-1945.  
650 0 Guerillas \$z France \$v Diaries.

**700 1    *Bieber, Konrad F.***

## CORE

- 020 0803210299  
042 pcc  
050 4 D802.F8 \$b A7913 1993  
100 1 Aubrac, Lucie, \$d 1912-  
240 10 Ils partiront dans l'ivresse. \$l English  
245 10 Outwitting the Gestapo / \$c Lucie Aubrac ; translated by Konrad Bieber  
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600 10 Aubrac, Lucie, \$d 1912- \$v Diaries.  
650 0 World War, 1939-1945 \$x Underground movements \$z France.  
651 0 France \$x History \$y German occupation, 1940-1945.  
650 0 Guerillas \$z France \$v Diaries.



# FULL

- 020 0820314854
- 042 pcc
- 043 *n-us---*
- 050 4 PS316 \$b .O43 1993
- 100 1 Olney, James.
- 245 14 The language(s) of poetry : \$b Walt Whitman, Emily Dickinson, Gerard Manley Hopkins / \$c James Olney.
- 246 3 *Language of poetry*
- 246 3 *Languages of poetry*
- 260 Athens : \$b University of Georgia Press, \$c 1993.
- 300 xiv, 158 p. ; \$c 23 cm.
- 440 0 Jack N. and Addie D. Averitt lecture series ; \$v no. 2
- 504 *Includes bibliographical references (p. [151]-153) and index.*
- 650 0 American poetry \$y 19th century \$x History and criticism.
- 600 10 Whitman, Walt, \$d 1819-1892 \$x Criticism and interpretation.
- 600 10 Dickinson, Emily, \$d 1830-1886 \$x Criticism and interpretation.

**600 10 Hopkins, Gerard Manley, \$d 1844-1889 \$x Criticism and interpretation.**

# CORE

- 020 0820314854
- 042 pcc
- 050 4 PS316 \$b .O43 1993
- 100 1 Olney, James.
- 245 14 The language(s) of poetry : \$b Walt Whitman, Emily Dickinson, Gerard Manley Hopkins / \$c James Olney. Athens : \$b University of Georgia Press, \$c c1993.
- 260
- 300 xiv, 158 p. ; \$c 23 cm.
- 440 0 Jack N. and Addie D. Averitt lecture series ; \$v no. 2
- 650 0 American poetry \$y 19th century \$x History and criticism.
- 600 10 Whitman, Walt, \$d 1819-1892 \$x Criticism and interpretation.
- 600 10 Dickinson, Emily, \$d 1830-1886 \$x Criticism and interpretation.
- 600 10 Hopkins, Gerard Manley, \$d 1844-1889 \$x Criticism and interpretation.

# FULL

020	0918006325	: \$c \$18.00 (ARL members), \$25.00 (nonmembers)
042		pcc
043		<i>n-us---</i> \$a <i>n-cn---</i>
050 4	Z682.4.S94 \$b D67 1998	
100 1	Dorrian, Jean M.	
245 10	Educational background of systems librarians / \$c Jean M. Dorrian ; edited by Laura A. Rounds. Washington, DC : \$b Association of Research Libraries, Office of Leadership and Management Services, \$c c1998.	
300	49 p. :	\$b ill. ; \$c 28 cm.
440 0	OLMS occasional paper ; \$v #20	
500	"April 1998."	
504	<i>Includes bibliographical references (p. 47-49).</i>	
650 0	Systems librarians \$x Education \$z United States.	
650 0	Systems librarians \$x Education \$z Canada.	
700 1	Rounds, Laura.	

***710 2 Association of Research Libraries. \$b Office of Leadership and Management Services.***

***SACO subject and classification proposals were needed; see examples in section on SACOs.***

## CORE

020 0918006325  
042 pcc  
050 4 Z682.4.S94 \$b D67 1998  
100 1 Dorrian, Jean M.  
245 10 Educational background of systems librarians / \$c Jean M. Dorrian  
; edited by Laura A. Rounds.  
260 Washington, DC : \$b Association of Research Libraries, Office of  
Leadership and Management Services, \$c c1998.  
300 49 p. : \$b ill. ; \$c 28 cm.  
440 0 OLMS occasional paper ; \$v #20  
650 0 Systems librarians \$x Education \$z United States.  
650 0 Systems librarians \$x Education \$z Canada.  
700 1 Rounds, Laura.

*SACO subject and classification proposals were needed; see examples in  
section on SACOs.*

# FULL

- 042 pcc
- 050 4 QL496.12 \$b .E87 1994
- 111 2 European Workshop on Insect Parasitoids \$n (5th : \$d 1994 : \$c Biri, Norway)
- 245 10 Insect parasitoids : \$b biology and ecology : proceedings from the 5th European Workshop on Insect Parasitoids, Honne Conference Center, Biri, Norway, 24-28 May 1994 / \$c edited by Eline B. Hågvar & Trond Hofsvang.
- 260 Ås, Norway : \$b Agricultural University of Norway, Advisory Service, \$c [1994]
- 300 406 p. : \$b ill. ; \$c 25 cm.
- 440 0 Norwegian journal of agricultural sciences. \$p Supplement, \$x 0802-1600 ; \$v no. 16
- 650 0 Parasitoids \$v Congresses.
- 650 0 Insect pests \$x Biological control \$v Congresses.
- 700 1 Hågvar, Eline B.

**700 1 Hofsvang, Trond.**

*A SACO classification proposal was needed; see example in section on SACOs.*



## CORE

- 042 pcc
- 050 4 QL496.12 \$b .E87 1994
- 111 2 European Workshop on Insect Parasitoids \$n (5th : \$d 1994 : \$c Biri, Norway)
- 245 10 Insect parasitoids : \$b biology and ecology : proceedings from the 5th European Workshop on Insect Parasitoids, Honne Conference Center, Biri, Norway, 24-28 May 1994 / \$c edited by Eline B. Hågvar & Trond Hofsvang.
- 260 Ås, Norway : \$b Agricultural University of Norway, Advisory Service, \$c 1994]
- 300 406 p. : \$b ill. ; \$c 25 cm.
- 440 0 Norwegian journal of agricultural sciences. \$p Supplement, \$x 0802-1600 ; \$v no. 16
- 650 0 Parasitoids \$v Congresses.
- 650 0 Insect pests \$x Biological control \$v Congresses.
- 700 1 Hågvar, Eline B.

**700 1 Hofsvang, Trond.**

*A SACO classification proposal was needed; see example in section on SACOs.*

# FULL

020	9984911616	
041 0	<i>lavenggerrus</i>	
042	pcc	
043	<i>e-lv---</i>	
050 4	VK96.L35 \$b L38 1998	
245 00	Latviešu burinieki / \$c [projekta autore, Iveta Erdmane ; sastādītāja un eksta autore, Ilze Bernsone] = Latvian sailing ships / [project, Iveta Erdmane ; text and compilation for production, Ilze Bernsone].	
246 31	Latvian sailing ships	
260	[Rīga] : \$b Rīgas vēstures un kuģniecības muzejs, \$c 1998.	
300	71 p. : \$b chiefly ill. (some col.), maps ; \$c 22 x 23 cm.	
546	<i>Introduction in Latvian, English, German, and Russian; picture captions in Latvian and English.</i>	
500	<i>Maps of sailing routes on endpapers.</i>	
500	<i>Includes advertisements.</i>	

650 0 Sailing ships \$z Latvia \$x History \$v Pictorial works.  
650 0 Seafaring life \$z Latvia \$x History \$v Pictorial works.  
700 1 Erdmane, Iveta.  
700 1 Bernsone, Ilze.  
710 2 *Rīgas vēstures un kuģniecības muzejs.*

## CORE

- 020 9984911616
- 042 pcc
- 050 4 VK96.L35 \$b L38 1998
- 245 00 Latviešu burinieki / \$c [projekta autore, Iveta Erdmane ;  
sastādītāja un teksta autore, Ilze Bernsone] = Latvian sailing ships  
/ [project, Iveta Erdmane ; text and compilation for production,  
Ilze Bernsone].
- 246 31 Latvian sailing ships
- 260 [Rīga] : \$b Rīgas vēstures un kuģniecības muzejs, \$c c1998.
- 300 71 p. : \$b chiefly ill. (some col.), maps ; \$c 22 x 23 cm.
- 650 0 Sailing ships \$z Latvia \$x History \$v Pictorial works.
- 650 0 Seafaring life \$z Latvia \$x History \$v Pictorial works.
- 700 1 Erdmane, Iveta.
- 700 1 Bernsone, Ilze.

# FULL

- 042 pcc
- 050 0 *GA101 \$b.C34 vol. 35, no. 1-2*
- 050 4 *GA101 \$b.C25 v.35, no.1-2*
- 050 4 *GA102.3 \$b.F73 1999*
- 100 1 Fremlin, Gerald.
- 245 10 Maps as mediated seeing / \$c Gerald Fremlin with Arthur H. Robinson.
- 260 North York, ON : \$b University of Toronto Press, \$c c1999.
- 300 141 p. : \$b ill. ; \$c 28 cm.
- 490 1 Cartographica, \$x 0317-7173 ; \$v v. 35, no. 1/2 (spring & summer 1998) = monograph 51
- 500 "Published May, 1999."
- 504 *Includes bibliographical references (p. 135-137) and index.*
- 505 0 *Nine short essays about maps -- What is it that is represented on a topographical map? -- The relationship of topography to landscape -- What kind of thing is a map? : not a globe, maybe a picture -- A close*

*relative of maps : letter-rack trompe-l'oeil -- The imagery of topographical maps -- Relief representation -- Process as the subject of thematic maps -- Relationships of thematic map signage to the topographical base -- The case for thematic maps as mediated seeing -- Kinds of thematic map -- Pictures and other non-map graphics combined with maps -- Four short essays on subjects relevant to maps.*

650 0 Maps.

650 0 Topographic maps.

650 0 Thematic maps.

700 1 Robinson, Arthur Howard, \$d 1915-

830 0 Cartographica (1980) ; \$v v. 35, no. 1-2.

*Multiple 050s are optional in full and core records.*

*SACO subject proposal was made for Thematic maps (example not shown in SACO section).*

## CORE

- 042 pcc  
050 4 GA101 \$b .C25 v.35, no.1-2  
100 1 Fremlin, Gerald.  
245 10 Maps as mediated seeing / \$c Gerald Fremlin with Arthur H. Robinson.  
260 North York, ON : \$b University of Toronto Press, \$c 1999.  
300 141 p. : \$b ill. ; \$c 28 cm.  
490 1 Cartographica, \$x 0317-7173 ; \$v v. 35, no. 1/2 (spring & summer 1998) = monograph 51  
650 0 Maps.  
700 1 Robinson, Arthur Howard, \$d 1915-  
830 0 Cartographica (1980) ; \$v v. 35, no. 1-2.



650 12 Medical Informatics Applications \$v congresses - CD-ROM.  
 650 12 Computer Communication Networks \$v congresses - CD-ROM.  
 650 12 Online Systems \$v congresses - CD-ROM.  
 650 12 Information Systems \$v congresses - CD-ROM.  
 700 1 Arvanitis, Theodoros N.  
 830 0 International congress series ; \$v no. 1138.  
 856 42 \$u <http://www.mednet.org.uk/mednet/mednet96.htm> \$z Connect to  
 MEDNET 96 home page

## FULL

- 042 pcc
- 043 *n-us-wa*
- 050 4 QL696.G285 \$b A74 1992
- 100 1 Ashley, Paul.
- 245 10 Grand Coulee Dam wildlife mitigation program sharp-tailed grouse programmatic management plan, Tracy Rock vicinity, Lincoln County, Washington / \$c prepared for Bonneville Power Administration, Division of Fish and Wildlife by Paul Ashley.
- 246 30 *Sharp-tailed grouse programmatic management plan, Tracy Rock vicinity, Lincoln County, Washington*
- 246 14 *Sharp-tailed grouse management plan, Columbia River wildlife mitigation Grand Coulee Dam project*
- 260 Portland, OR : \$b The Division, \$c [1992]
- 300 ii, 88 p. : \$b ill., maps ; \$c 28 cm.
- 500 *"Washington Department of Wildlife" --Cover.*
- 500 *"June 1992" --Cover.*

500 "July 1992"--P. [4] of cover.  
 536 \$b CE-B179-91BP18504 \$f 91-061  
 504 Includes bibliographical references (p. 55-58).  
 500 "DOE/BP-1888"--P. [4] of cover.  
 650 0 Columbian sharp-tailed grouse \$z Washington (State) \$z Lincoln  
 County.  
 650 0 Upland game bird management \$z Washington (State) \$z Lincoln  
 County.  
 650 0 Wildlife habitat improvement \$z Washington (State) \$z Lincoln  
 County.  
 650 0 Range management \$z Washington (State) \$z Lincoln County.  
 710 1 United States. \$b Bonneville Power Administration. \$b Division of  
 Fish and Wildlife.  
 710 1 Washington (State). \$b Dept. of Wildlife.

## CORE

- 042 pcc
- 050 4 QL696.G285 \$b A74 1992
- 100 1 Ashley, Paul.
- 245 10 Grand Coulee Dam wildlife mitigation program sharp-tailed grouse programmatic management plan, Tracy Rock vicinity, Lincoln County, Washington / \$c prepared for Bonneville Power Administration, Division of Fish and Wildlife by Paul Ashley.
- 260 Portland, OR : \$b The Division, \$c [1992]
- 300 ii, 88 p. : \$b ill., maps ; \$c 28 cm.
- 650 0 Columbian sharp-tailed grouse \$z Washington (State) \$z Lincoln County.
- 650 0 Upland game bird management \$z Washington (State) \$z Lincoln County.
- 710 1 United States. \$b Bonneville Power Administration. \$b Division of Fish and Wildlife.

# FULL

- 037 \$b Northern Wild Sheep and Goat Council, c/o Kevin Hurley, Wyoming Game and Fish Dept., 356 Nostrum Rd., Thermopolis, WY 82443-2115 \$c \$20.00
- 037 \$b Foundation for North American Wild Sheep, 720 Allen Ave., Cody, WY 82414 \$c \$20.00 \$n Available from this source after 1 Jan. 1999
- 042 pcc
- 043 n-us--- \$a n-cn---
- 050 4 QL737.U53 \$b N67 1996
- 110 2 Northern Wild Sheep and Goat Council. \$b Symposium \$n (10th : \$d 1996 : \$c Silverthorne, Colo.)
- 245 10 Proceedings of the Tenth Biennial Symposium : \$b April 29-May 3, 1996, Silverthorne, Colorado / \$c Northern Wild Sheep and Goat Council ; compilers, Kevin Hurley, Dale Reed, and Nancy Wild. Thermopolis, WY : \$b The Council, \$c [1998]
- 260 vi, 220 p. : \$b ill., maps ; \$c 28 cm.
- 300

500	<i>Symposium hosted by the Colorado Division of Wildlife.</i>
504	<i>Includes bibliographical references.</i>
650 0	Bighorn sheep \$v Congresses.
650 0	Rocky Mountain goat \$v Congresses.
650 0	Dall sheep \$v Congresses.
650 0	Wildlife management \$z North America \$v Congresses.
700 1	Hurley, Kevin P.
700 1	Reed, Dale F.
700 1	Wild, Nancy.
710 1	<i>Colorado. \$b Division of Wildlife.</i>

# CORE

042	pcc	
050 4	QL737.U53 \$b N67 1996	
110 2	Northern Wild Sheep and Goat Council. \$b Symposium \$n (10th : \$d 1996 : \$c Silverthorne, Colo.)	
245 10	Proceedings of the Tenth Biennial Symposium : \$b April 29-May 3, 1996, Silverthorne, Colorado / \$c Northern Wild Sheep and Goat Council ; compilers, Kevin Hurley, Dale Reed, and Nancy Wild. Thermopolis, WY : \$b The Council, \$c [1998]	
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300	Bighorn sheep \$v Congresses.	
650 0	Rocky Mountain goat \$v Congresses.	
650 0	Dall sheep \$v Congresses.	
650 0	Wildlife management \$z North America \$v Congresses.	
700 1	Hurley, Kevin P.	
700 1	Reed, Dale F.	
700 1	Wild, Nancy.	

# FULL

- 006 [m d ]  
 007 c \$b o \$d c \$e g  
 042 pcc  
 050 4 Z1037 \$b .H672 1999  
 245 04 The horn book guide, interactive \$h [computer file].  
 256 *Computer data and programs.*  
 260 Portsmouth, NH : \$b Heinemann, \$c 1999.  
 300 1 computer optical disc : \$b col. ; \$c 4 3/4 in.  
 516 *Searchable database of book reviews*  
 538 System requirements (Windows): IBM PC or compatible;  
 Windows 3.1 or Windows 95; CD-ROM drive.  
 538 System requirements (Macintosh): Macintosh Power PC; Folio  
 Views 4.11 (supplied on disc); CD-ROM drive.  
 500 Title from title screen.  
 500 *Copyright by The Horn Book, Inc.*  
 520 Features more than 29,000 short, critical reviews of children's and  
 young adult books published in The horn book guide since 1990.



650 0	Young adult literature \$v Book reviews.
650 0	Children's literature \$v Book reviews.
650 0	Young adult literature \$v Bibliography.
650 0	Children's literature \$v Bibliography.
710 2	<i>Heinemann (Firm)</i>
710 2	<i>Horn Book, Inc.</i>
730 0	<i>Horn book guide to children's and young adult books.</i>

## CORE

- 006 [m d l]  
 007 c \$b o \$d c \$e g  
 042 pcc  
 245 04 The horn book guide, interactive \$h [computer file].  
 260 Portsmouth, NH : \$b Heinemann, \$c c1999.  
 300 1 computer optical disc : \$b col. ; \$c 4 3/4 in.  
 538 System requirements (Windows): IBM PC or compatible;  
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 520 Features more than 29,000 short, critical reviews of children's and  
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 650 0 Young adult literature \$v Book reviews.  
 650 0 Children's literature \$v Book reviews.  
 650 0 Young adult literature \$v Bibliography.  
 650 0 Children's literature \$v Bibliography.

## FULL

007 c \$b j \$d c \$e a  
020 0135520762  
042 pcc  
050 4 HF5694 \$b .H36 1996  
100 1 Handa, Puneet.  
245 10 FinCoach \$h [computer file] : \$b financial management math  
practice program / \$c developed by Puneet Handa.  
246 30 Financial management math practice program  
250 Version A.  
256 *Computer data and programs.*  
260 Upper Saddle River, NJ : \$b Prentice Hall, \$c 1996.  
300 4 computer disks : \$b col. ; \$c 3 1/2 in.  
516 *Windows-based, self-directed learning program*  
538 System requirements: IBM PC or compatible computer; 4 MB of  
RAM; 6 MB of hard disk space; 386 or better; VGA 256 colors or  
better; Windows 3.1, Windows for Workgroups 3.11, or Windows  
95; Adobe Acrobat Reader (Version 2.0 supplied on disk 4).

- 500 Title from setup disk label.
- 521 8 *Geared toward learning material covered primarily in the core  
finance course at both the undergraduate and MBA levels.*
- 520 A step-by-step guide to solving corporate finance mathematics  
problems. Includes a built-in financial calculator and over 5 million  
practice problems and self-tests in corporate finance and financial  
management.
- 650 0 Business mathematics \$v Problems, exercises, etc. \$v Software.
- 650 0 Corporations \$x Finance \$v Problems, exercises, etc. \$v Software.
- 710 2 *Prentice-Hall, inc.*

## CORE

- 007 c \$b j \$d c \$e a  
020 0135520762  
042 pcc  
100 1 Handa, Puneet.  
245 10 FinCoach \$h [computer file] : \$b financial management math  
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246 30 Financial management math practice program  
250 Version A.  
260 Upper Saddle River, NJ : \$b Prentice Hall, \$c 1996.  
300 4 computer disks : \$b col. ; \$c 3 1/2 in.  
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500 Title from setup disk label.

- 520**    **A step-by-step guide to solving corporate finance mathematics problems. Includes a built-in financial calculator and over 5 million practice problems and self-tests in corporate finance and financial management.**
- 650 0**    **Business mathematics \$v Problems, exercises, etc. \$v Software.**
- 650 0**    **Corporations \$x Finance \$v Problems, exercises, etc. \$v Software.**

# FULL

006 [m d ]  
 007 c \$b o \$d c \$e g  
 020 0444827862  
 042 pcc  
 060 4 W 26.5 \$b M489i 1997  
 111 2 MEDNET 96 \$d (1996 : \$c Brighton, England)  
 245 14 The Internet in medicine \$h [computer file] / \$c edited by  
 Theodorus [sic] N. Arvan[il]tis.  
 246 1 \$i HTML title screen source title: \$a MEDNET 96 CD-ROM  
 proceedings  
 246 1 \$i Title on container back insert: \$a Proceedings of the European  
 Congress of the Internet in Medicine, 1996, Brighton, UK  
 246 1 \$i Title on p. 4 of booklet: \$a Internet in medicine CD-ROM  
 proceedings  
 256 Computer data.  
 260 Amsterdam ; \$a New York : \$b Excerpta Medica : \$b Elsevier  
 Science, \$c 1997.

- 300 1 computer optical disc : \$b col. ; \$c 4 3/4 in. + \$e 1 booklet (16 p. ; 12 cm.).
- 490 1 Excerpta Medica international congress series ; \$v 1138
- 500 *Conference proceedings.*
- 516 *Text (HTML)*
- 538 System requirements: IBM-compatible PC 386-33 or better; Windows 3.1, 3.11, or Windows 95; 4 MB RAM; 3 MB free hard disk space; 256 color VGA adapter; double speed CD-ROM drive; mouse; HTML browser.
- 500 Title from title screen.
- 500 "*MEDNET 96, the European Congress of the Internet in Medicine, October 14-17, 1996, Brighton, United Kingdom*" -- *Welcome screen.*
- 530 *Abstracts and texts of some papers also available on the MEDNET 96 World Wide Web home page.*
- 504 *Includes bibliographical references and indexes.*
- 505 2 *Digital medical libraries -- Electronic publishing in medicine -- Medical education -- Telemedicine -- Information policies and ethical issues -- Internet security -- Access to health and medical information -- Clinical applications on the World Wide Web.*



650 12 Medical Informatics Applications \$v congresses - CD-ROM.  
 650 12 Computer Communication Networks \$v congresses - CD-ROM.  
 650 12 Online Systems \$v congresses - CD-ROM.  
 650 12 Information Systems \$v congresses - CD-ROM.  
 650 22 *Telemedicine \$v congresses - CD-ROM.*  
 650 22 *Databases \$v congresses - CD-ROM.*  
 700 1 Arvanitis, Theodoros N.  
 710 2 *Excerpta Medica (Firm)*  
 710 2 *Elsevier Science (Firm)*  
 830 0 International congress series ; \$v no. 1138.  
 856 42 \$u <http://www.mednet.org.uk/mednet/mednet96.htm> \$z Connect to  
 MEDNET 96 home page

## CORE

006 [m d ]  
007 c \$b o \$d c \$e g  
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042 pcc  
111 2 MEDNET 96 \$d (1996 : \$c Brighton, England)  
245 14 The Internet in medicine \$h [computer file] / \$c edited by  
Theodorus [sic] N. Arvan[iltis].  
260 Amsterdam ; \$a New York : \$b Excerpta Medica : \$b Elsevier  
Science, \$c 1997.  
300 1 computer optical disc : \$b col. ; \$c 4 3/4 in. + \$e 1 booklet (16 p. ;  
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490 1 Excerpta Medica international congress series ; \$v 1138  
538 System requirements: IBM-compatible PC 386-33 or better;  
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disk space; 256 color VGA adapter; double speed CD-ROM drive;  
mouse; HTML browser.  
500 Title from title screen.

# FULL

006 [m d s ]  
 007 c \$b r \$d m \$e n  
 042 pcc  
 043 n-us-wa  
 050 4 JK9251 \$b .W395  
 245 00 Washington territorial and state governors \$h [computer file].  
 256 *Computer data and program.*  
 260 [Olympia] : \$b Washington State Library, \$c [1998?]-  
 516 *Searchable database*  
 538 Mode of access: World Wide Web.  
 500 Title from Web page (viewed on Apr. 30, 1999).  
 500 *Compiled by the staff of the Washington/Northwest Room of the Washington State Library.*

520 This database contains information on governors of the  
Washington Territory and State. Information includes the  
governor's political affiliation, when they assumed office, their  
terms, and the governor's date of birth and death if known.

650 0 Governors \$z Washington (State) \$v Registers.

710 2 Washington State Library.

856 40 \$u <http://www.statelib.wa.gov/refdesk/databases/govern.htm>

## CORE

006 [m d s ]  
007 c \$b r \$d m \$e n  
042 pcc  
245 00 Washington territorial and state governors \$h [computer file].  
260 [Olympia] : \$b Washington State Library, \$c [1998?]-  
538 Mode of access: World Wide Web.  
500 Title from Web page (viewed on Apr. 30, 1999).  
520 This database contains information on governors of the  
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governor's political affiliation, when they assumed office, their  
terms, and the governor's date of birth and death if known.  
650 0 Governors \$z Washington (State) \$v Registers.  
710 2 Washington State Library.  
856 40 \$u <http://www.statelib.wa.gov/refdesk/databases/govern.htm>

## FULL

006 [m d ]  
007 c \$b r \$d m \$e n  
042 pcc  
050 4 GA139 \$b .G57  
100 1 Gittings, B. M. \$q (Bruce M.)  
245 10 Digital elevation data catalogue \$h [computer file].  
246 1 \$i HTML source title: \$a Bruce Gittings' digital elevation data  
catalogue  
246 1 \$i Also called: \$a DED catalogue  
256 Computer data.  
260 Edinburgh, Scotland : \$b University of Edinburgh, \$c c1996-  
538 Mode of access: World Wide Web.  
500 Title from Web page (viewed on Oct. 1, 1998).  
500 Compiled by Bruce M. Gittings.  
500 Hosted by the University of Edinburgh Dept. of Geography.

520 Catalog of available elevation and bathymetric data, together with  
a section on available software for the display and manipulation of  
these data.

- 650 0 Altitudes \$x Databases \$v Catalogs.
- 650 0 Contours (Cartography) \$x Databases \$v Catalogs.
- 650 0 Digital mapping \$x Databases \$v Catalogs.
- 650 0 Topographic maps \$x Databases \$v Catalogs.
- 650 0 Bathymetric maps \$x Databases \$v Catalogs.
- 650 0 Geographic information systems \$x Software \$v Catalogs.

710 2 *University of Edinburgh. \$b Dept. of Geography.*

856 40 \$u <http://www.geo.ed.ac.uk/home/ded.html>

## CORE

- 006 [m d ]  
007 c \$b r \$d m \$e n  
042 pcc  
100 1 Gittings, B. M. \$q (Bruce M.)  
245 10 Digital elevation data catalogue \$h [computer file].  
246 1 \$i HTML source title: \$a Bruce Gittings' digital elevation data  
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260 Edinburgh, Scotland : \$b University of Edinburgh, \$c c1996-  
538 Mode of access: World Wide Web.  
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520 Catalog of available elevation and bathymetric data, together with  
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650 0 Contours (Cartography) \$x Databases \$v Catalogs.  
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650 0 Topographic maps \$x Databases \$v Catalogs.  
650 0 Bathymetric maps \$x Databases \$v Catalogs.  
650 0 Geographic information systems \$x Software \$v Catalogs.  
856 40 \$u <http://www.geo.ed.ac.uk/home/ded.html>

## FULL

006 [m d i l]  
 007 c \$b r \$d m \$e n  
 041 0 *engfrespa*  
 042 pcc  
 050 4 *TX353 \$b .F66 1996*  
 245 00 Food for all \$h [computer file].  
 246 15 *Nourriture pour tous*  
 246 15 *Alimentos para todos*  
 256 *Computer data.*  
 260 Rome, Italy : \$b FAO, \$c 1996.  
 516 *Text (HTML and PDF formats)*  
 538 *System requirements: Adobe Acrobat Reader.*  
 538 Mode of access: World Wide Web.  
 546 *English, French, and Spanish.*  
 500 Title from Web page (viewed on Oct. 12, 1998).

500 *Published on the occasion of the World Food Summit, 13-17*  
*November 1996 and sponsored by the European Commission.*

505 0 *What is food security? -- How many people, how much food? --*  
*Access to food : escaping the poverty trap -- The resources for food*  
*production -- Making better use of what we have -- Basis for a new*  
*agricultural revolution -- People in food production -- Ensuring the*  
*stability of food supplies -- Changing world trade -- Investing in*  
*agriculture and food production -- Defeating hunger : a new*  
*commitment, an attainable goal -- Food, a human right : introduction*  
*/ by Jacques Diouf.*

650 0 Food supply.

650 0 Food relief.

650 0 Agricultural productivity.

710 2 Food and Agriculture Organization of the United Nations.

711 2 World Food Summit \$d (1996 : \$c Rome, Italy)

710 2 European Commission.

856 40 \$u <http://www.fao.org/wfs/wfsbook/E/FFA01-e.htm>

- 856 40 \$3 French version \$u [http://www.fao.org/wfs/wfsbook/  
F/FFA01-f.htm](http://www.fao.org/wfs/wfsbook/F/FFA01-f.htm)
- 856 40 \$3 Spanish version \$u [http://www.fao.org/wfs/wfsbook/  
S/FFA01-s.htm](http://www.fao.org/wfs/wfsbook/S/FFA01-s.htm)

## CORE

- 006 [m d i ]  
 007 c \$b r \$d m \$e n  
 042 pcc  
 245 00 Food for all \$h [computer file].  
 260 Rome, Italy : \$b FAO, \$c 1996.  
 538 Mode of access: World Wide Web.  
 500 Title from Web page (viewed on Oct. 12, 1998).  
 650 0 Food supply.  
 650 0 Food relief.  
 650 0 Agricultural productivity.  
 710 2 Food and Agriculture Organization of the United Nations.  
 711 2 World Food Summit \$d (1996 : \$c Rome, Italy)  
 710 2 European Commission.  
 856 40 \$u <http://www.fao.org/wfs/wfsbook/E/FFA01-e.htm>

## FULL

006 [m d s ]  
007 c \$b r \$d m \$e n  
042 pcc  
043 n-us---  
050 4 SB614.3.U5 \$b A68 1997  
245 00 Aquatic plant management in lakes and reservoirs \$h [computer  
file] / \$c prepared by the North American Lake Management  
Society and the Aquatic Plant Management Society for the U.S.  
Environmental Protection Agency, Office of Water Assessment and  
Watershed Protection Division ; edited by Mark V. Hoyer, Daniel  
E. Canfield, Jr.  
256 *Computer data.*  
260 [Gainesville, Fla.] : \$b University of Florida, Center for Aquatic  
Plants, \$c 1997.  
538 Mode of access: World Wide Web.  
500 Title from title screen (viewed on Dec. 22, 1998).

500	"This guidance manual is part of a continuing series of technical supplements for The Lake and Reservoir Restoration Guidance Manual (Olem and Flock 1990)" --Pref.
530	Also issued in print.
500	"Re-published on the Internet, November, 1997."
504	Includes bibliographical references.
650 0	Aquatic weeds \$x Control \$z United States.
650 0	Aquatic plants \$x Control \$z United States.
650 0	Vegetation management \$z United States.
650 0	Lakes \$z United States \$x Management.
650 0	Reservoirs \$z United States \$x Management.
700 1	Hoyer, Mark V.
700 1	Canfield, Daniel E.
710 2	North American Lake Management Society.
710 2	Aquatic Plant Management Society.
710 1	United States. \$b Environmental Protection Agency. \$b Assessment and Watershed Protection Division.

730 0 Lake and reservoir restoration guidance manual. \$s 2nd ed.  
856 40 \$u <http://aquat1.ifas.ufl.edu/hoyerapm.html>



## CORE

- 006 [m d s ]  
007 c \$b r \$d m \$e n  
042 pcc  
245 00 Aquatic plant management in lakes and reservoirs \$h [computer  
file] / \$c prepared by the North American Lake Management  
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260 [Gainesville, Fla.] : \$b University of Florida, Center for Aquatic  
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538 Mode of access: World Wide Web.  
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 650 0 Reservoirs \$z United States \$x Management.  
 700 1 Hoyer, Mark V.  
 700 1 Canfield, Daniel E.  
 710 2 North American Lake Management Society.  
 710 2 Aquatic Plant Management Society.  
 710 1 United States. \$b Environmental Protection Agency. \$b Assessment  
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 730 0 Lake and reservoir restoration guidance manual. \$s 2nd ed.  
 856 40 \$u <http://aquat1.ifas.ufl.edu/hoyerapm.html>

# FULL

006 [m d l]  
007 c \$b r \$d m \$e n  
042 pcc  
050 4 QL598.5 \$b .W67  
245 00 World checklist of extant Mecoptera species \$h [computer file].  
256 Computer data.  
260 [San Francisco : \$b California Academy of Sciences, \$c 1997? -  
538 Mode of access: World Wide Web.  
500 Title from Web page (viewed on Feb. 22, 1999).  
500 "Content for these pages were provided by: Dr. Norman D. Penny.  
Images and slides were produced by: Dr. Edward S. Ross, Dr. D.D.  
Wilder, W. Bicha. Web pages were developed by: Dr. Norman D.  
Penny, Ms. Julieta F. Parinas" --Copyrights and acknowledgments  
page.  
504 Includes bibliographical references.  
650 0 Mecoptera \$v Classification.

650 0 Mecoptera \$v Nomenclature.  
700 1 Penny, Norman D.  
700 1 *Parinas, Julieta F.*  
710 2 *California Academy of Sciences.*  
856 40 \$u <http://www.calacademy.org/research/entomology/mecoptera/>

## CORE

006 [m d ]  
007 c \$b r \$d m \$e n  
042 pcc  
245 00 World checklist of extant Mecoptera species \$h [computer file].  
260 [San Francisco : \$b California Academy of Sciences, \$c 1997? -  
538 Mode of access: World Wide Web.  
500 Title from Web page (viewed on Feb. 22, 1999).  
650 0 Mecoptera \$v Classification.  
650 0 Mecoptera \$v Nomenclature.  
700 1 Penny, Norman D.  
856 40 \$u <http://www.calacademy.org/research/entomology/mecoptera/>

## FULL

006 [m d s ]  
007 c \$b r \$d m \$e n  
042 pcc  
043 n-us-ca  
050 4 QL430.5.H34 \$b C34  
245 00 California abalone \$h [computer file].  
246 1 \$i Also known as: \$a Abalone information page  
256 Computer data.  
260 [Sacramento?]: \$b MRD, Dept. of Fish and Game, \$c [1998?]  
538 Mode of access: World Wide Web.  
500 Title from title screen (viewed on Nov. 3, 1998).  
500 *"Information in the California Abalone web site, comes from the Department of Fish and Game's Marine Resources Leaflet Number 11, entitled California Abalone, by Peter L. Haaker, Kristine C. Henderson, and David O. Parker"--Ack.*

## CORE

006 [m d s ]  
007 c \$b r \$d m \$e n  
042 pcc  
043 n-us-ca  
245 00 California abalone \$h [computer file].  
260 [Sacramento?] : \$b MRD, Dept. of Fish and Game, \$c [1998?]  
538 Mode of access: World Wide Web.  
500 Title from title screen (viewed on Nov. 3, 1998).  
650 0 Abalones \$z California.  
650 0 Abalone fisheries \$z California.  
700 1 Haaker, Peter L.  
856 40 \$u <http://www.dfg.ca.gov/Mrd/abindex0.html>

## FULL

006 [m d f ]  
007 c \$b r \$d m \$e n  
042 pcc  
050 4 QL675 \$b . W44 1998  
100 1 Weller, Milton Webster.  
245 12 A simple field candler for waterfowl eggs \$h [computer file] / \$c  
Milton W. Weller.  
246 1 \$i HTML source title: \$a Simple field candler  
256 *Computer data.*  
260 [Jamestown, N.D.] : \$b Northern Prairie Wildlife Research Center,  
\$c [1998]  
538 Mode of access: World Wide Web.  
500 Description based on: Version 31JUL98; title from title screen  
(viewed on Aug. 11, 1998).  
504 *Includes bibliographical references.*



500      *Electronic reprint. Originally published in: Journal of wildlife  
management, vol. 20, no. 2 (1956), p. 111-113.*

650 0      Waterfowl \$x Eggs \$x Incubation.

650 0      Waterfowl \$x Age determination.

710 2      *Northern Prairie Wildlife Research Center.*

730 0      *Journal of wildlife management.*

856 40      \$u [http://www.npwrc.usgs.gov/resource/  
1998/simplecan/simplecan.htm](http://www.npwrc.usgs.gov/resource/1998/simplecan/simplecan.htm)

## CORE

006 [m d f ]  
007 c \$b r \$d m \$e n  
042 pcc  
100 1 Weller, Milton Webster.  
245 12 A simple field candler for waterfowl eggs \$h [computer file] / \$c  
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246 1 \$i HTML source title: \$a Simple field candler  
260 [Jamestown, N.D.] : \$b Northern Prairie Wildlife Research Center,  
\$c [1998]  
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500 Description based on: Version 31JUL98; title from title screen  
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650 0 Waterfowl \$x Eggs \$x Incubation.  
650 0 Waterfowl \$x Age determination.  
856 40 \$u [http://www.npwrc.usgs.gov/resource/1998/  
simplecan/simplecan.htm](http://www.npwrc.usgs.gov/resource/1998/simplecan/simplecan.htm)